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ABSTRACT

The purpose of this study was to examine the effects of a literature-based approach to history on sixth graders' achievement, in terms of their historical understanding, and their attitudes. An experimental group receiving a literature-based approach was compared to a control group receiving a textbook-based approach. Both groups were similar in terms of ethnicity, socioeconomic status, and academic achievement. The focus of the unit was South Africa and the content and style of instruction were similar for both groups. The instruments used to assess the effects of the literature-based approach included a final examination, a "changing views" activity, the question asking "How did this novel help you learn about South Africa?" and an attitude survey. The results indicated that the experimental group achieved a more meaningful understanding of the historical content as evidenced by their more elaborate responses, their emotional and personal involvement, and their positive ratings on the attitude survey. The conclusions suggest that historical fiction can provide students with a richer and more mature understanding of history as well as increase their enjoyment of and appreciation for history. (Author)

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ABSTRACT

The purpose of this study was to examine the effects of a literature-based approach to history on sixth graders' achievement, in terms of their historical understanding, and their attitudes. An experimental group receiving a literature-based approach was compared to a control group receiving a textbook-based approach. Both groups were similar in terms of ethnicity, socioeconomic status, and academic achievement. The focus of the unit was South Africa and the content and style of instruction was similar for both groups. The instruments used to assess the effects of the literature-based approach included a final exam, a "changing views" activity, the question asking "How did this novel help you learn about South Africa?", and an attitude survey. The results reflected that the experimental group achieved a more meaningful understanding of the historical content as evidenced by their more elaborate responses, their emotional and personal involvement, and their positive ratings on the attitude survey. The conclusions suggest that historical fiction can provide students with a richer and more mature understanding of history as well as increase their enjoyment of and appreciation for history.

LITERATURE REVIEW

Many of us who have worked with children and young adults often presume that they are not interested in events occurring beyond their place and time in this world. A very talented historical fiction writer, Eric Haugaard, succinctly expressed this "here-and-now perspective of young people" by emphasizing that when it comes to the past, "everything that has taken place before their birthday is comparable to the academician's prehistoric times and is not considered to be important" (Cianciolo, 1981, p. 452). How many times have we heard, or even asked ourselves while sitting in history classes, the all too familiar questions, "What's the point of learning this?", or "What does this have to do with my life?". It is true that children tend to live in the present and find it difficult to find meaning or realness in past events. Cianciolo (1981) comments that "the more peculiar and archaic the past reality is when compared to the reader's present reality, the more complicated and challenging is the process of reconstitution" (p.452). Herein lies the problem of teaching history. How can we, as teachers, help our students experience a different place, a different culture, and a different time? How can we help them relive the past? How can we help our students see history as meaningful and relevant to their own lives?

For the past several decades, history has typically been taught from textbooks which present a very bland and objective account of historical events. This expository format reports history in disjointed passages of information containing numerous historical names, dates, and events (Levstik, 1986). Its voice is distant and impersonal and does not invite discussion or debate--until the questions at the end of the chapter (Levstik, 1989, p. 116). Lets face it, learning in this manner can make history seem very boring and insignificant.

Unfortunately, much research in the area of children's historical understanding has been based upon their learning from textbooks. Historical understanding in this context refers to the degree to which children comprehend the nature and meaning of historical events, people, and cultures and its subjective aspects of human behavior, morality, and individual judgement (Levstik, 1989,1987). Typically, studies (cited in Levstik, 1986, p. 1) have equated historical understanding with the ability to decipher passages in a textbook and commit to memory the various names, dates, and events so numerously reported. Consequently, these traditional investigations have failed to distinguish mere recall of history from understanding of history.

Recent research challenges these previous studies as the focus of concentration shifts from "recalling" history from the objective expository format of textbooks to learning it from the narrative script of stories. For centuries narratives, or "stories", have been the "primary means for the oral transmission of a peoples' history and for communicating the nature of their institutional structures, cultural practices, and spirituality"

(Common, 1986, p. 246). In fact, "story-telling is as old as human history in every culture studied" (Huck, 1979, p. 7). Furthermore, our cognitive processes are often organized in story format. We frequently and naturally interpret our life experiences in story format, converse in story format, remember in story format, and even dream in story format. In general, our knowledge of the world is often organized in story format (Cullinan, 1983, p. 30). Does it not make sense, therefore, that children may better comprehend the ever changing and subjective nature of our world's history, people, and cultures if presented as a story?

The answer to this question is unveiled as further research investigates the connections between the narrative format and children's comprehension. White and Gagne (1976) established that words read in sentences or lists, indicative of expository texts, are not processed as meaningfully as those read in the connected discourse of narrative. They concluded that the framework of connected discourse provided in narrative leads to increased recall and retention of meaningful information. Furthermore, Knitz, Kozminsky, Streby, McKoon, and Keenan (cited in Cullinan, 1983) found that the less connected passages required more reading time and were more poorly recalled than the well-organized passages. Similarly, Cullinan, Harwood, and Galda (1983) suggested that it is easier to remember things in narratives in which "connected discourse allows the reader to organize and interrelate elements in the text" (p. 31). In summary, the cumulative research maintains that the narrative format, as opposed to the typical expository writing of textbooks, leads to increased comprehension and retention of information. These conclusions imply that it is necessary to look at the effects of context on understanding, particularly in terms of the forms of discourse used in teaching history at the elementary level (Levstik, 1987, p. 1), for children can better comprehend the ever changing and subjective nature of our world's history, people, and cultures if presented in a narrative context.

In light of these findings, one method that holds promise for helping children understand history is to use the narrative format of historical fiction. Many educators, authors, and researchers (Cianciolo, 1981; Common, 1986; Crook, 1990; Cullinan, 1983; Freeman, 1988; Huck, 1977; Levstik, 1986, 1987, 1989, 1990; Purves, 1984) have proposed that historical literature is the key that opens the doors through which students may enter into the past. The literary context in which history is presented, examined, and discussed may be the crucial factor that will decide whether elementary children come to understand and engage in history (Levstik, 1987, p. 14). Literature "can recreate a sense of history so powerful that students enter imaginatively into the past and explore the 'conflicts, suffering, joys, and despair of those who lived before us'" (Freeman, 1988, p.330-331). Cullinan (1989) maintains that children who read about the past through historical fiction achieve a richer and more immediate understanding of life than they do through a book of historical facts (p.33). They gain a more complete picture of the diverse cultures around the world and of times past than could be gained through textbooks dealing with factual materials. Furthermore, literature provides humanistic details often left out of "broad, survey history texts" (Levstik, 1990, p. 849). Unlike the textbook in which information is presented as independent, factual, and conceptual bits, literature immerses information within a "context of human intentions and activities" (Common, 1986, p. 246). Hence, literature can enable students to perceive the past as a reality and experience it vicariously but personally, thus giving it significance and relevance (Common, 1986, p. 246).

Extensive research has been conducted by Levstik on this concept of using a literature-based approach in facilitating students' historical understanding. Two studies of particular interest are a case study of a fifth grade girl (Levstik, 1989) and a naturalistic study of a sixth grade class (Levstik, 1986). Both investigated the impact of literature on historical interest and understanding and found that students were indeed interested in history and expressed this interest, as well as their understanding, in terms of "needing to know more," and wanting to learn the "truth". In fact, one sixth grader went as far as reading a difficult biography to satiate his "need to know" how Hitler turned out the way he did. The fifth grader expressed interest in the humanizing details provided by literature such as how people felt about history, how they led their daily lives, what they wore, and how they spoke. She also expressed concern over issues of emotion, morality, and individual judgement . . . subjective issues not provided in the objective exposition of textbooks. Her opinions of the textbook are capsulized in this comment:

> "The social studies book doesn't give you a lot of detail. You don't imagine yourself there because they're not doing it as if it were a person. That would be a very interesting social studies book if they told a few things about the people as if it were from their own eyes . . . But textbooks don't like to be interesting, especially" (Levstik, 1989, p. 114).

I think most of us would agree. In comparison to textbooks, historical novels are more easily understood, more enjoyable, more humanistic, more subjective, more thought provoking, and more relevant to students' lives (Freeman, 1988). In brief, Levstik (1989) concluded that narrative helped students make sense of history in several ways: 1) by structuring history in a story format, 2) by moralizing history in a way that forced the reader to recognize issues of right and wrong, 3) by transmitting a sense of truth that overpowered the reader's concern for historical accuracy, 4) by emphasizing the humanness of historical events, and finally 5) by depicting the subjective nature of history (p. 118). These are all characteristics essential to facilitating students' historical understanding that are not found in the impersonal discourse of the textbooks from which children are typically expected to learn about history.

With this in mind, the purpose of the current study is to examine the effects of using historical fiction in a sixth grade class as the basis for learning about history in comparison to using the textbook as a basis of learning. How does a literature-based approach to history affect sixth graders' historical understanding and their attitudes towards learning about history?

METHODS

SUBJECTS

Two sixth grade social studies classes, containing a total of thirty-seven students, participated as the experimental and control groups in this study. Both classes were located in a middle school in Charlottesville, Virginia and taught by Pat Patterson. These classes were chosen as subjects for the study because of my recent student teaching experience with them. I was very familiar with all the students in regard to their individual academic, social, and behavioral characteristics as well as with the chemistry of each class as a whole. The students were very familiar and comfortable with me as well. Furthermore, a very positive and compatible relationship existed between Ms. Patterson and me. All of these elements were very conducive for conducting the study in this particular environment.

Of the nineteen students in the experimental group, there were eleven girls (eight white, two black, one Asian) and eight boys (six white, one black, one Asian). The control group consisted of eighteen students, of whom ten were girls (six white, three black, one hispanic) and eight were boys (seven white, one black). These particular classes were selected for two reasons: 1) the appropriateness of this particular novel to the students' ability level, and 2) the similarity between students' ethnicity, socio-economic status, and achievement levels in the two.

INSTRUMENTS

Two units of study on South Africa were implemented. The experimental group received the literature-based unit of instruction based on the book Waiting For the Rain, by Sheila Gordon. (see appendix A) The control group received the textbook-based unit of instruction. (see appendix B)

A final exam was distributed to both groups to assess achievement. It consisted of ten matching vocabulary items, four true/false, and the choice of two short answer questions. (see appendix C)

A reflection activity, called "Changing Views", was provided to both groups as a means of comparing the focus and the change in their thoughts about South Africa throughout the unit of study. (see appendix D)

The question, "How did this novel help you learn about South Africa?", was distributed to students in the experimental group in order to assess their perspectives on how the novel helped them learn about South Africa. (see appendix E)

Finally, the experimental group participated in an attitude survey. The purpose of this survey was to determine students' opinions of how well they think they learned using a literature-based approach to history and how they liked using this approach. (see appendix F)

PROCEDURE

I. Preliminary Procedures

This study was conducted using a design which compared an experimental group, receiving literature-based instruction, to a control group, receiving regular instruction. Two units were developed by Ms. Patterson and myself and implemented over a period of thirteen days (see appendices A and B). Due to time limitations, the literature-based unit required extensive reading outside of class. Although both classes were equal in terms of academic ability and heterogeneity, we agreed that the experimental group was more competent and reliable in terms of completing the reading and associated activities, which was a crucial requisite for conducting this study.

The experimental group was given a brief explanation as to why they, unlike the other classes, were using novels for this unit of study. (Refer to appendix A for a brief synopsis of the novel, Waiting For The Rain.) It was explained that Ms. Patterson and I were trying a new approach and thought they would enjoy reading a novel to learn about South Africa. The students received the novels the weekend prior to the beginning of the unit in order to have sufficient time to complete the required reading and be prepared for discussion. A syllabus and discussion guide were provided as well. (see appendix A)

II. Brief Description of Instructional Units (see appendixes A and B for details)

Both classes focused on the country of South Africa. The unit goals were the same for both groups, only the mode of instruction and materials varied. The unit was similarly introduced to both groups with a map of Africa on which they distinguished the four climate zones. The content of instruction diverged somewhat following this introduction. On the second and third days of instruction, the control group focused more extensively on the geography and global issues of the entire African continent such as geographical diversity, drought, and famine. The experimental group zeroed in on the country of South Africa and its geographical and racial make-up as it related to the novel. Days four and five involved reading African folklore to both classes with an extension activity in art. During the second week of instruction, both classes focused on apartheid issues in South Africa. With the one exception noted above, the daily learning objectives were essentially the same for both classes; only the mode of instruction differed. The unit ended as both groups completed the final exam and research assessment activities.

III. Implementation of Research Instruments

A. Final Exam: (see appendix C)

Both groups completed the final exam during class time on day twelve of the unit. They were allowed the entire class period to complete the exam, approximately 47 minutes.

B. "Changing Views" Activity: (see appendix D)

Both groups were given the "Changing Views" activity four times throughout the unit of study. This was a very open-ended assignment. Their instructions were to write their impressions, views, feelings, questions, and/or suggestions regarding anything about South Africa of particular interest or concern. They were also asked to note the sources of their information. The experimental group could also comment on events, issues, and/or characters in the novel. Students were encouraged to take the time to reflect upon what they had learned and to express any opinions and emotions regarding it. They were given a maximum of ten minutes to write down their thoughts. The activity was completed on four different occasions: day 2, day 6, day 9, and day 13. On each occasion, the sheets were distributed to the students and collected by the teacher. The instructions and procedures were the same for both groups each time.

C. Question: "How did this novel help you learn about South Africa? (see appendix E)

This was an open-ended question. It was typed on a standard sheet of paper and distributed to each student in the experimental group on the last day of the unit (day 13). The question was read aloud for them and clarified by asking additional questions such as: "How did you learn about the people, their experiences, and their feelings?", and "How did you learn what it would be like to live in South

Africa?" They were allowed ten minutes to write down their thoughts.

D. Attitude Survey: (see appendix F)

The attitude survey was distributed to each student in the experimental group on the final day of instruction (day 13). They were instructed to rate each statement according to the following scale:

5 - strongly agree
4 - agree
3 - undecided
2 - disagree
1 - strongly disagree

It was stressed that they read each statement very carefully because it was easy to miss a word such as 'not' or 'more than' which could change the entire meaning of the statement and affect the results of the survey. They were permitted ten minutes to complete the survey.

RESULTS

The results of this study are qualitative; therefore, they will primarily be reported in a descriptive way. Frequencies may be mentioned in these descriptions, but very few statistical analyses of them will be made due to the small number of subjects and the qualitative nature of the research instruments.

I. FINAL EXAM

The control group averaged 1.85% higher on the final exam than the experimental group. The statistical analysis of the grades reveal similar frequency distributions for both classes.

Content analysis was performed on the short answer questions for the purpose of describing the students' responses. It consisted of (1) recording the most frequent answers given by students (only answers given by at least two students were recorded) and (2) the number of descriptive details included. Details were defined as any descriptive example used to support an answer. To give an example, the following response to question number one, which asks "Describe, in detail, three ways that blacks were discriminated against in South Africa," contains nine details:

> Blacks got on **buses** with wooden seats, and the whites got on buses with cushioned seats. The black buses were only one-decker, while the whites got double-decker buses. The lines for the black buses were longer than the whites. Blacks' **houses** were made of straw and grass and were pretty small, while the whites got large farmhouses made of brick. The blacks had **schoolrooms** with no desks or tools and the white schoolrooms had desks, crayons, nice books, etc.

This student mentioned three ways in which blacks were discriminated against (designate in bold): inferior buses, houses, and schools. She then continued to give examples describing how the buses, houses, and schoolrooms were inferior (designated with underline). The total of answers and supporting details is nine. Responses for each question were analyzed in this objective manner. Following are the questions.

A. Question 1: **Describe, in detail, three ways that blacks were discriminated against in South Africa.**

(1) The answers given by the experimental group included buses, trains, education, homes, and pass laws. The control group mentioned the answers homes, pass laws, and public facilities.

(2) The experimental group averaged 7.1 details per student, while the control group averaged 3.2 details per student.

B. Question 2: **Name one reason why the Afrikaners established apartheid.**

(1) Both groups discussed six similar answers. The reasons cited included the concepts of power, minority vs. majority, separation, denial of blacks' rights, and preservation of white supremacy.

(2) The experimental group averaged 3.0 details per student and the control group averaged 1.9 details per student.

C. Question 3: **Describe at least two ways that other countries can help end apartheid in South Africa.**

(1) Again answers from both groups were similar. The experimental group provided these ideas: end exports to and imports from South Africa, protest, threaten with war, educate blacks, and send blacks money and supplies. The control group mentioned the following: end exports to and imports from South Africa, pressure United Nations to take

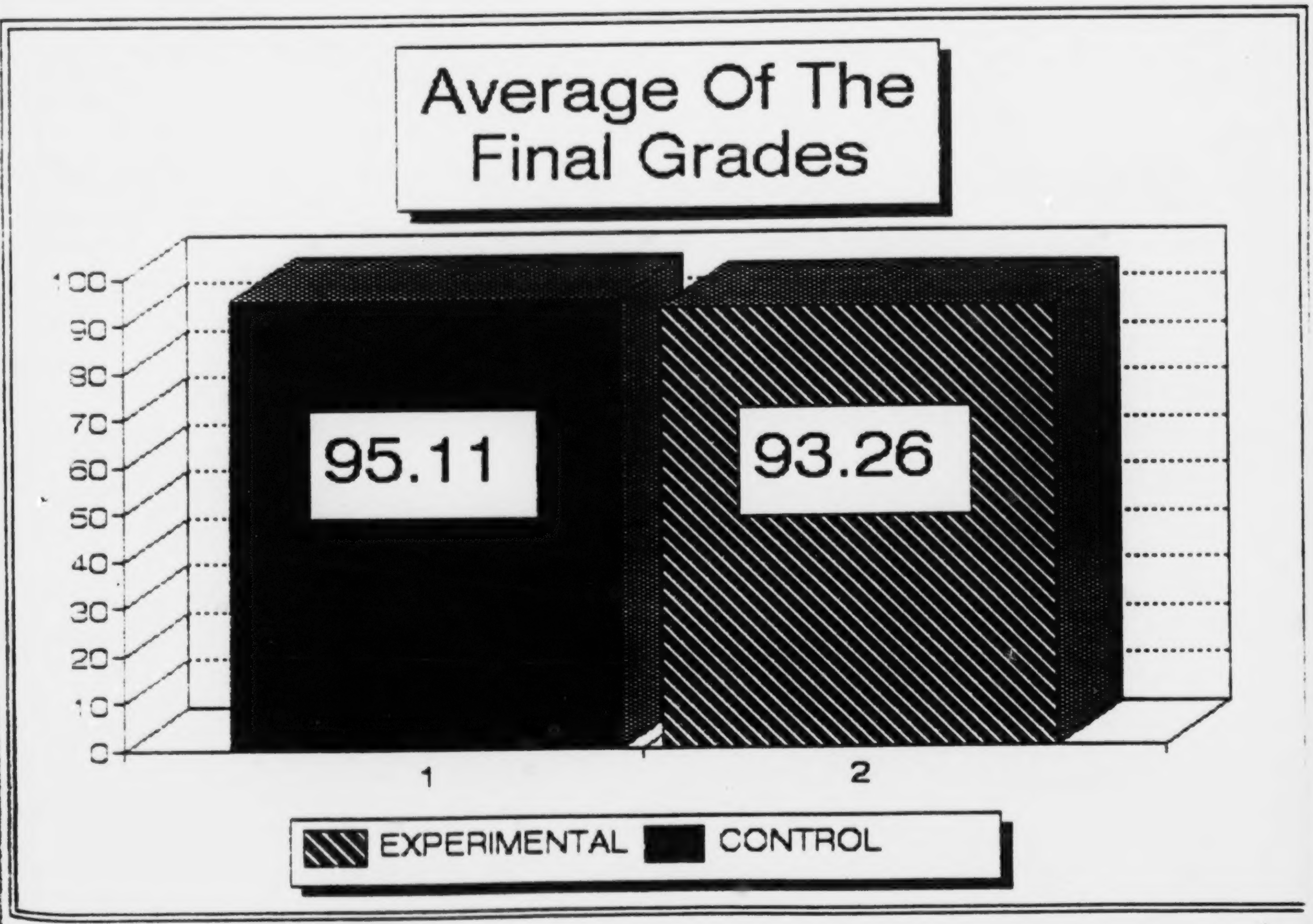
action, give matter more media exposure, send black South Africans money and supplies, and threaten with war.

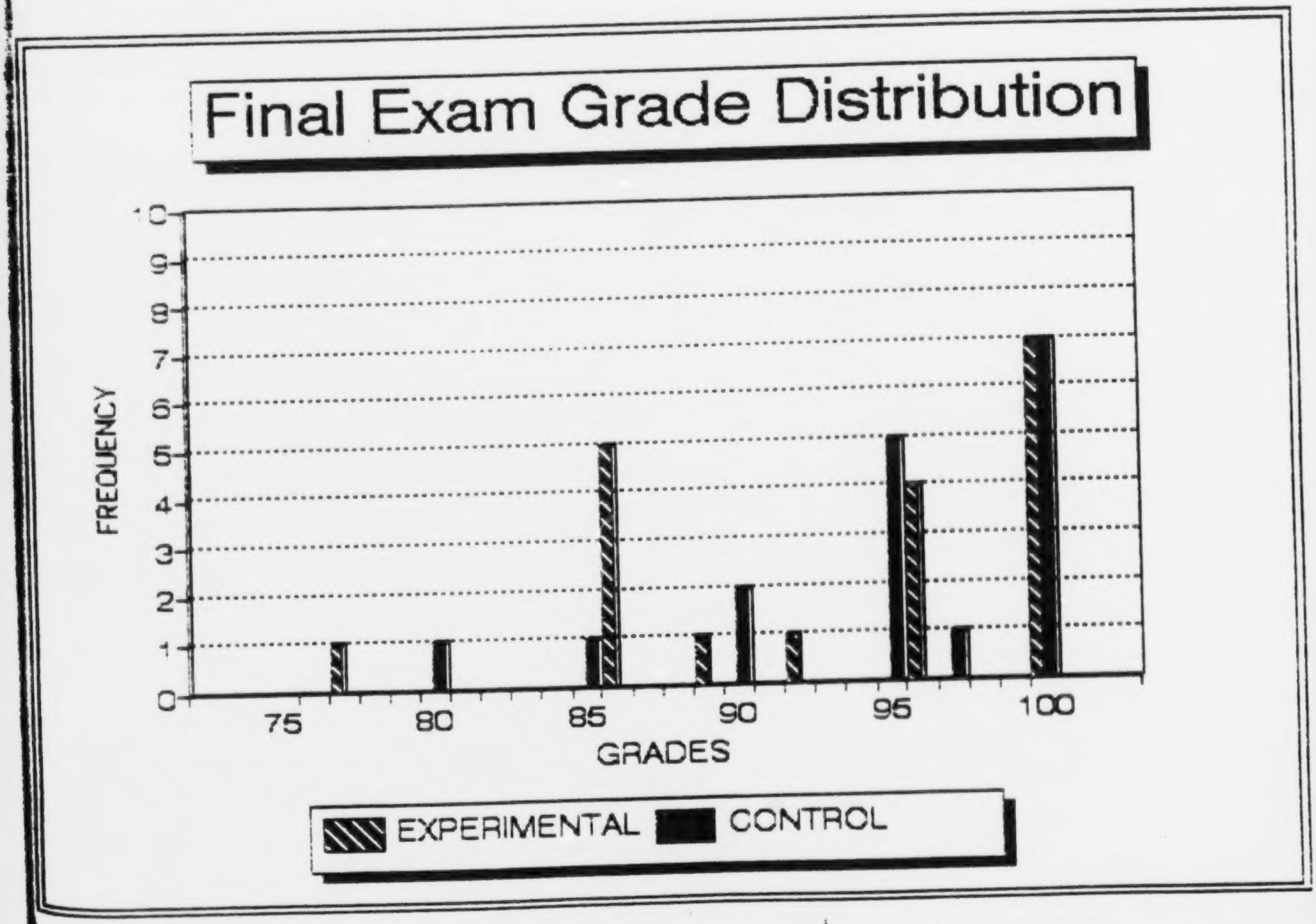
(2) The experimental group averaged 2.0 details per student and the control group averaged 1.8 details per student.

D. Question 4: How can education help black South Africans in their fight for freedom?

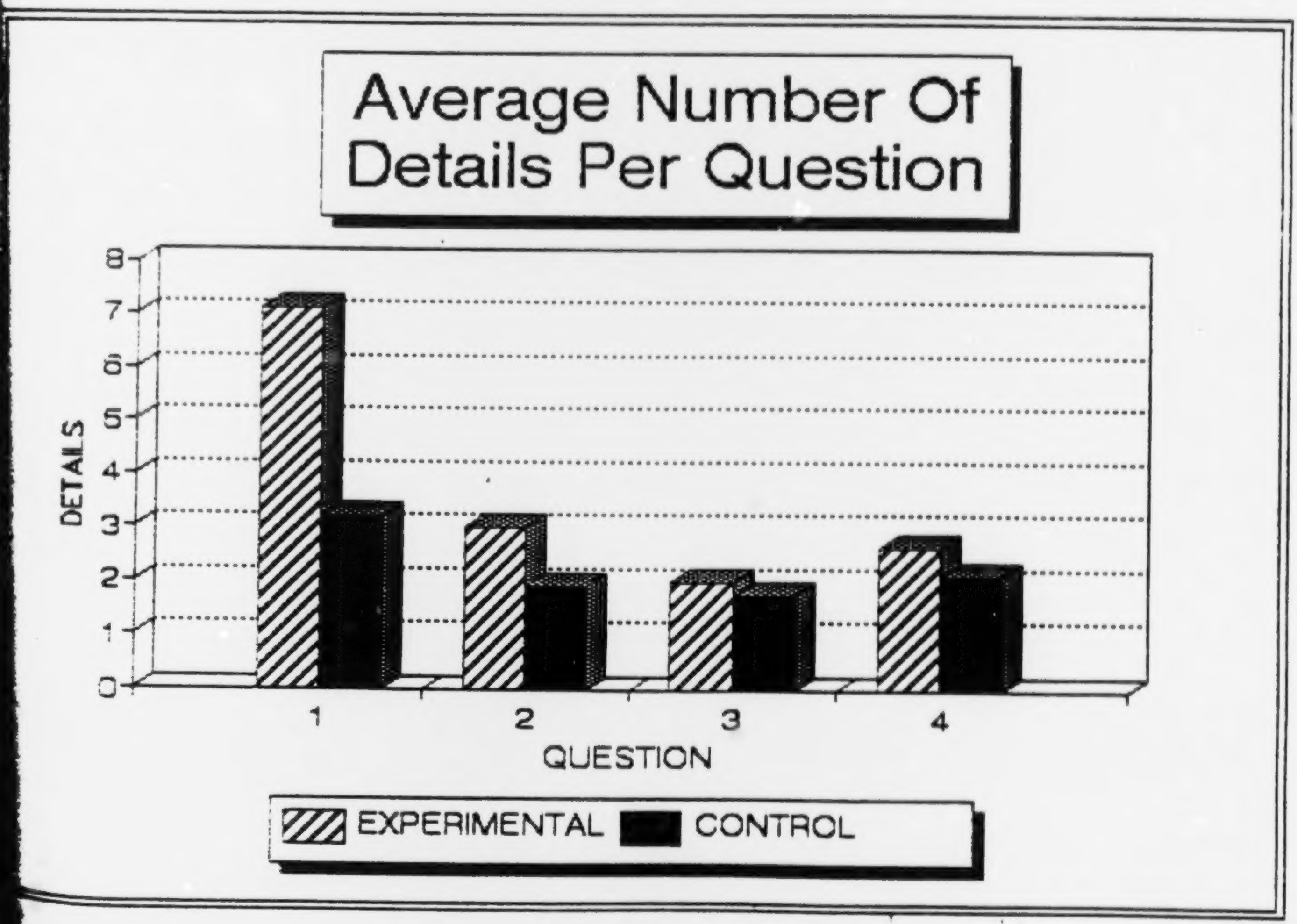
(1) Answers for the experimental group included the following: become intelligent leaders/strong citizens, get better jobs, communicate better with other countries, establish their own government, teach each other, and conduct more effective protests. The control also responded that education could help blacks get better jobs, become stronger leaders, communicate with other countries, develop better methods of farming, devise more effective strategies for achieving their goals, and increase their determination.

(2) Each student in the experimental group mentioned an average of 2.6 details, while the each student in the control group mentioned an average of 2.1 details.


Average Of The Final Grades
100
90
80
70
60
50
40
30
20
10
0
95.11
93.26
1
2
EXPERIMENTAL
CONTROL



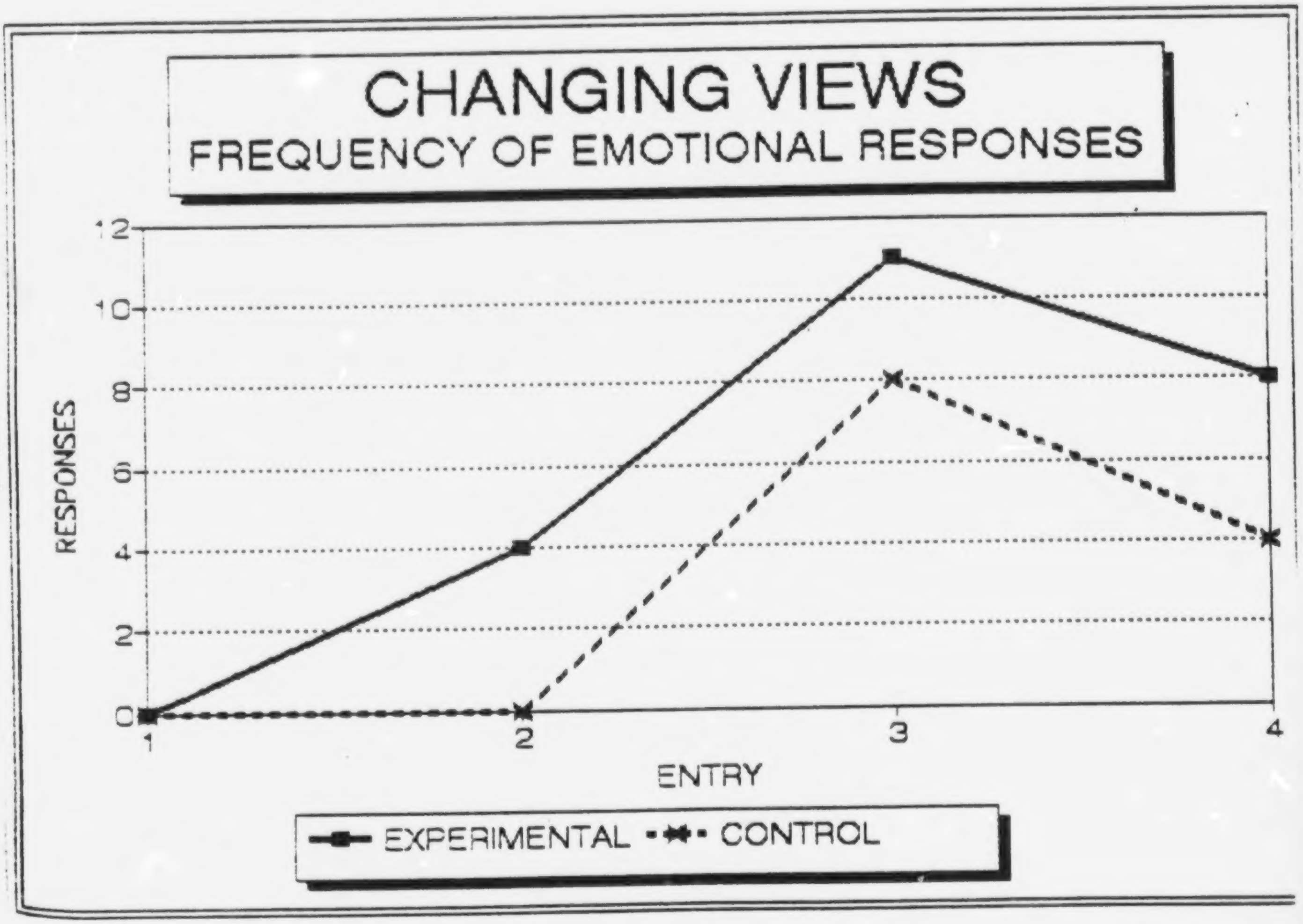
Final Exam Grade Distribution


Average Number Of Details Per Question
DETAILS
8
7
6
5
4
3
2
1
0
1
2
3
4
QUESTION
EXPERIMENTAL
CONTROL

II. CHANGING VIEWS

The content of the responses for both groups was essentially the same for each of the four entries. However, the results did reveal that the experimental group expressed more emotional responses than did the control group. Emotional responses were considered as those expressing feelings such as anger, joy, sadness, sympathy, empathy, or other emotions. The content of the top three most popular responses for each entry as well as the frequency of emotional responses was recorded for both groups.

		EXPERIMENTAL GROUP	CONTROL GROUP
Entry One (Day 2)	**Content:**	-climate -geography -animals	-climate -geography -animals
	Frequency of Emotional Responses:	0	0
Entry Two (Day 6)	**Content:**	-racial discrimination -reference to novel -cultural diversity	-African tribes -tribal customs -cultural diversity
	Frequency of Emotional Responses:	4	0
Entry Three (Day 9)	**Content:**	-apartheid issues -need for change -reference to novel	-racial discrimination -Pass Laws -determination to win freedom
	Frequency of Emotional Responses:	11	8
Entry Four (Day 13)	**Content:**	-apartheid issues -changes for future -Nelson Mandela/ANC	-Nelson Mandela/ANC -need for change -famine
	Frequency of Emotional Responses:	8	4


CHANGING VIEWS
FREQUENCY OF EMOTIONAL RESPONSES
RESPONSES
0
2
4
6
8
10
12
1
2
3
4
ENTRY
EXPERIMENTAL
CONTROL

III. QUESTION

The results of students' responses to the question, "How did this novel help you learn about South Africa?," were reported by tallying the common concepts of responses given by students.

A. Tallied Responses

This novel . . .

11	-helped me understand how black South Africans feel.
10	-showed me how blacks are discriminated against.
8	-helped me understand that blacks are no different than whites.
8	-helped me understand the true problems in South Africa.
7	-made me want to help make changes in South Africa.
7	-made me feel angry and sad about what is happening in South Africa.
4	-showed me what it would feel like to live in South Africa.
4	-used descriptive details to make vocabulary more clear.
1	-showed two opinions on the issue of apartheid.

IV. ATTITUDE SURVEY

The results of the attitude survey clearly show that all students preferred learning from a novel rather than from a textbook and would like to use a literature-based approach in the future with another unit. All but one student agreed that the novel helped them understand what life is like in South Africa and how the people feel more clearly than the textbook would have. Finally, with one exception, all students thought that the novel made learning more interesting and enjoyable than the textbook did.

ATTITUDE SURVEY RESULTS

Rating Scale:
5 = I strongly agree
4 = I agree
3 = I am undecided
2 = I disagree
1 = I strongly disagree

1.5 (2 2 2 2 2 1 1 1 2 2 1 2 1 2 2 1 1 1 1)
Reading this novel did not help me learn anything about South Africa.

1.9 (2 4 1 1 3 1 1 3 2 2 2 2 1 3 2 2 3 1 1)
Reading textbooks makes learning more interesting than reading novels.

4.4 (5 5 5 5 5 1 5 4 4 4 4 4 5 4 4 5 5 5 5)
Reading this novel helped me understand what life is like for people living in South Africa better than the textbook would have.

1.8 (1 2 1 2 1 1 1 3 3 3 1 3 2 2 2 2 3 1 1)
I would have preferred using the textbook to learn about South Africa.

3.5 (2 3 4 4 5 3 5 2 2 4 3 3 5 3 4 4 1 5 5)
I find it easier to remember facts about a culture when I read about them in a story than when I read about them in a textbook.

1.6 (1 1 1 1 1 1 1 2 2 1 2 2 1 5 2 1 4 1 1)
Reading this novel was a waste of my time.

4.3 (4 5 5 5 5 5 5 4 4 4 3 4 4 4 3 5 2 5 5)
Reading a novel like this one makes me understand how people feel about apartheid better than reading a textbook does.

2.2 (4 2 2 1 1 4 1 5 2 2 2 2 1 3 2 1 5 1 1)
I probably would have learned more about South Africa from the textbook than I did from reading the novel.

4.1 (5 4 3 5 4 4 5 4 3 4 5 3 4 3 4 5 1 5 5)
In the future, I would like to read another novel in this class to learn about a different country.

DISCUSSION

The overall results imply that a literature-based approach to history can give students a richer and more meaningful understanding of historical events, people, and cultures than a textbook-based approach to history can. The observations and data obtained from the experimental group alone strongly confirm that novels engage students' interest and enable them to "experience" history as meaningful and relevant to their own lives. Although some differences between the experimental and control groups were noted, there were other variables in addition to the type of instruction that may have affected the results. One variable that was not controlled for was the teacher who facilitated the instruction in each group. Although both teachers were present in both classes, the control group received the majority of their instruction from Ms. Patterson, while the experimental group received the majority of their instruction from me. The style and content of instruction were very similar in both groups, but the students' expectations and attitudes in the experimental group may have been affected by having the student teacher and not their regular teacher guide instruction. Furthermore, the control group did not receive instruction solely from a textbook; they also read current events articles. Although these articles were written in nonfictional, expository text, they were not actually part of a textbook per se. Therefore, it was difficult to make purely valid comparisons to the textbook-approach to history. Both of these factors have been taken into consideration in interpreting the results.

The final exam grades reflected a high level of achievement in both groups, with little difference between groups. The control group scored 1.83% higher than the experimental group. This difference may due to the different instructors or may be due to chance. Although these are possible explanations for the difference in achievement, it is important to note that this difference is too small to be meaningful.

As for the short answer portion of the exam, both groups reported the same answers, but the experimental group included a greater number of details in their answers. Whereas the control group simply stated the answers, the experimental group provided more descriptive details. Overall, their responses were longer and contained language rich with supporting details, explanations, and examples. The more elaborate responses provided by the experimental group can probably be attributed to the detailed images and experiences depicted by the novel. As one student explained it, "This novel helped me learn about South Africa mostly because it took me right into an African environment and showed me in detail how much the blacks were discriminated against." Essentially, this student was able to envision the context in which the action of this novel occurred. Another witness to the novel's illustrative and realistic nature comments that, "When I was reading [the novel] at a restaurant, I heard the voices and even saw the rocks [thrown by the black protesters] on the restaurant floor. It was weird!" Obviously,

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the description and detail provided in narrative had the power to stimulate the reader's imagination, allowing him or her to experience the reality of historical events. Historical novels which cause the reader's imagination and historical reality to merge provide a fine vehicle for gathering a wide range of knowledge. That knowledge may be facts, opinions, or relationships about events and people. Once the imagination is engaged the reader gathers a wide range of knowledge and acquires a framework for remembering it (Cianciolo, 1981). This ultimately explains why the experimental group was able to write so many descriptive details; they were able to visualize the events more clearly and actually experience them vicariously.

The changing views activity also reflected how the novel engaged the readers' imaginations and sparked their emotions. For each of the entries, the experimental group expressed more emotional responses than the control group. The authentic emotional context of the circumstances in which the characters were placed helped the readers imagine and ultimately understand what life was like for them. Various students expressed this phenomenon in their responses to the novel: "It makes me angry how the blacks are treated, it's just not fair.", "I feel sad for South African blacks." and, "It makes me want to go to South Africa and try to help them." These responses indicate that these students were able to personally identify with the characters' circumstances and feelings. This character identification provides a more meaningful understanding of the historical circumstances, differing perspectives and how those perspectives influence people's feelings, motives, decisions, and actions. One student explained that "[the novel] helped me to understand how much that blacks are discriminated against [by putting me in] the position of a black person--something I had never thought from the perspective of." Similarly, another student commented, "I liked the book because I could understand and relate to how the characters felt--I felt the anger of Tengo and other blacks when I was reading it." Through identifying with the characters, these students were able to react to historical reality as the characters did and thus more fully understand the causes and effects of their actions. This active engagement in history makes historical content become significant and relevant.

Historical fiction not only encourages students to feel, but to think as well. Opportunities for critical thinking and judgement are built into the novel by providing conflicting views on an issue and forcing characters to make hard choices. For example, students were faced with the conflicting perspectives, values, and lifestyles of Tengo and Frikkie and how these differences affected their decisions and actions. This provided students with the opportunity to compare, analyze, and judge multiple perspectives and make generalizations based on their own experiences and values.

The results from the question, "How did this novel help you learn about South Africa?," further illustrated how the novel made history meaningful and relevant to students. Their responses reveal how the novel helped them understand and relate to the circumstances and feelings of the black and white South Africans. One student commented that, "The way Sheila Gordon described it made me feel that I knew exactly how they felt . . . it helped me understand what it would be like to live there." This novel "showed" them what life was like in South Africa and "showed" them how South Africans felt. It virtually allowed them to live in South Africa and experience the very different lifestyles and beliefs of black and white South Africans. As described by another student, "[the novel] made me feel like I was there, day by day, writing a journal about how it is like there with another race of friend." Students also commented that the details and descriptive language used in the novel helped them understand various concepts, people, and events more clearly. This reinforces the notion that the descriptive details provided in the narrative illustrate a realistic and meaningful context in which history is acted out.

The results of the attitude survey not only verify that the novel helped students understand and relate to various aspects of South Africa and its people better than a textbook would have, but also indicate that the students found learning about history through literature more interesting than learning from a textbook. Although there were one or two exceptions, each positive statement about novels (statements 3, 5, 7, and 9) primarily received high ratings of a 4's (agree) and 5's (strongly agree) while each negative statement about novels (statements 1, 2, 4, 6, and 8) received low ratings of 2's (disagree) and 1's (strongly disagree). Fourteen students reported that the novel was more interesting and would like to read another in a future unit of study. Overall, students attitudes towards using a literature-based approach to history were very positive.

An interesting comment was made by one student in regard to using a literature-based approach again in the future. He agreed that he would like to read another novel in the future, but that he would like to use the textbook "just a little," in addition to the novel. This leads to an important point. Just as one should not teach exclusively from the textbook, one should neither teach exclusively from a novel. When using historical fiction, it is often necessary to integrate nonfictional sources as well as provide various extension activities in areas such as writing, arts, crafts, media, music, or drama. It is always more effective to provide a greater diversity of experiences for students by integrating a variety of instructional methods and resources. This diversity increases students' interest in learning and involves them in the many facets which make up history, thus giving them a more complete understanding. Undoubtedly, historical fiction is an excellent means of engaging students in history and providing them with a meaningful and even personal understanding of history and its people. Nonetheless, the more learning experiences the teacher can expose students to, the greater their understanding of and interest in history will be.

In conclusion, these results clearly imply that children who read about the past through historical fiction gain a richer and more meaningful understanding of life than they do through a book of historical facts. Historical fiction can lead children to a more personal encounter with history and make it possible for them to experience vicariously many aspects of historical reality. Ultimately, students find learning about history more enjoyable and in the process develop a more mature and meaningful understanding of history.

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APPENDIX A

LITERATURE-BASED INSTRUCTION
Unit: South Africa/Waiting For The Rain
Grade: Sixth/Experimental Group

I. Summary

This unit of study is based on the novel Waiting For The Rain by Sheila Gordon. It focuses on the country of South Africa, its geographical, economical, and cultural diversity. Particular emphasis is placed on the political, social, and emotional issues surrounding apartheid.

The primary mode of instruction is class discussion based on reading and responses to discussion guide questions. Weekly progress reports are given to increase individual accountability for reading and completing designated discussion questions. Participation points are also awarded to the students for contributing to class discussion.

Folklore, art, videos, music, and slides are integrated into the unit as well.

Evaluation is based on completion of discussion questions, participation in class, two short quizes, a culminating writing activity, and a final exam.

II. Goals

A. Knowledge

1. to understand the geographical and economic diversity of Africa,
2. to gain an awareness and appreciation of the diverse cultures of Africa,
3. to recognize the various forms of racial discrimination in South Africa,
4. to comprehend the origin, meaning, and effects of apartheid in South Africa,
5. to become aware of efforts of other countries to end apartheid and hypothesize about other possible solutions.

B. Skills

1. to communicate ideas and information orally and through writing,
2. to demonstrate ability to comprehend, analyze, and generalize,
3. to sense cause and effect relationships,
4. to compare and contrast differing points of view,
5. to recognize the value components in decision making.

C. Attitudes

1. to develop an attitude of open-mindedness: willingness to listen to another point of view,
2. to develop an appreciation and respect for different cultures and beliefs.

III. Daily Objectives

DAY 1: Introduction
Students should demonstrate an understanding of the geographical diversity of Africa by distinguishing the four climate zones on an African map

.

DAY 2 & 3: Reading/Discussion
Students should be able to read through chapter seven in Waiting For The Rain and participate in class discussion.

DAY 4 & 5: Folklore/Art Activity
Students should understand the purpose for and develop an appreciation of African folklore by listening to various African folk tales and completing an African art activity based on ideas from the tales.

DAY 6: Quiz/Discussion
Students should be able to complete short oral quiz based on reading through chapter eleven and participate in class discussion.

DAY 7: Ashanti to Zulu, story and slides
Students should develop an awareness of the great cultural diversity of Africa by viewing and discussing the story Ashanti to Zulu which describes various customs of several African tribes.

DAY 8 & 9: Discussion/Key Terms
Students should be able to:
-learn key terms and discuss them as they relate to experiences of the characters in the book.
-view visuals depicting different lifestyles of black and white South Africans,
-demonstrate understanding of the novel and opinions about apartheid by completing writing assignment (due day 10).

DAY 10: Quiz/Discussion/Video
Students should be able to:
-demonstrate knowledge of apartheid in South Africa by completing short quiz.
-discuss end of novel and propose possible strategies for ending apartheid.
-gain a greater understanding of the geography, climate, and animal life in Africa by viewing National Geographic video (if time permits).

DAY 11: Review/Video
Students should be able to:
-participate in review session
-finish viewing National Geographic video

DAY 12: Final Exam

Students should be able to demonstrate understanding of material covered in this unit by completing a final evaluation.

DAY 13: Assessment Activities

Students will participate in attitude survey and complete changing views, and open-ended question.

Synopsis of
Waiting For The Rain
by Sheila Gordon

"Since they were small children, Tengo and Frikkie have been playmates and fast friends--one black, one white, one a 'boy' on Oom Koos's farm on the South African veld, the other the farmer's city nephew who knows he will someday inherit the beautiful land.

But a revolution, like a threatening storm, is coming to overtake them. Tengo will not grow up to be "boss-boy"on the farm as Frikkie imagines; he has different dreams--of freeing himself from the kraal where his mother and father live lives of servitude to Oom Koos, dreams of going to school and then to college, of studying, someday, "overseas." Frikkie hates school and is unaware of Tengo's longings; he dreams only of school vacations and working alongside his uncle on the farm, planning for a future he has always clearly seen. A future no different from the present . . .

But Tengo must commit himself to change.

Tengo and Frikkie's story--tragic and timely--shows the bonds of friendship under the strain of a system in which white domination and denial of opportunity pull them in opposing directions. Neither friend dreams how their friendship might come under siege by the system, how they will come into their manhood swept up by the violence that is tearing their country apart; how, as student and soldier, they will have to take up the conflict their society has imposed on them, to confront it, and to be forced to make anguished choices." (Gordon, 1987)

Unit: South Africa
Novel: Waiting for the Rain
Discussion Guide

CHAPTER 1:

KEY TERMS:

veld
kraal
Afrikaans
Oom Koos
oubaas
kleinbaas
domkop
mielies
Boesmanskloof

CHAPTER 2:

CHAPTER 3:

KEY TERMS:

Johannesburg
Doringkraal
apartheid
kaffir
tsotis

QUESTIONS:

1. How would you characterize Tengo? Frikkie?
2. How are they alike? different?
3. How would you describe their relationship?
4. What do you think are some reasons why Tengo is so unaware of the events taking place in the city? How is it that he can live in South Africa and not know what apartheid is?

CHAPTER 4:

KEY TERMS:

Transkei
cicadas

QUESTIONS:

1. What differences do you notice between how Joseph is treated by Whites in the city as compared to how Tengo is treated by Whites on the farm?
2. What do you think are some reasons for these differences?
3. At this point, how do you think Tengo feels about his family's position of servitude? Does he see it as being unjust? Is he content with the way things are?

CHAPTER 5:

KEY TERMS:

Meneer
braaivleis
biltong
koppie
Voortrekkers
Great Trek
Boers (44)
Cape of Good Hope

QUESTIONS:

1. Why didn't Tengo want Frikkie to know about what he had learned from the books? Why doesn't he share his desire to learn with Frikkie?
2. How do you think Frikkie would feel about Tengo wanting to become educated?
3. Describe the Great Trek.
4. Explain what Tengo meant when he said, referring to the Oom Koos version of the Great Trek, "It was two different ways of looking at the same thing." (p. 47)
5. What do you think Tengo was thinking/feeling when Frikkie asked if he would be his boss-boy? (pgs.41-42). Do you think he would have reacted this way a year ago before receiving any books?
6. Do you think the books are changing Tengo (his perceptions of White/Black relations)? Justify your answer.
7. What have you noticed about the climate and the seasons? (41)

CHAPTER 6:

KEY TERMS:

boerwors
bobotie
koeksusters
kaffir-boetie
melktert

QUESTIONS:

1. Do you think Tengo's outrage towards the red-head cousin signified some kind of change in Tengo? Do you think he would have reacted this way a year ago?
2. Do you think this event will affect the relationship between Frikkie and Tengo? If so how?

CHAPTER 7:

KEY TERMS:

QUESTIONS:

1. How do you feel about Oom Koos's opinion that, "once [a native] starts getting ideas, he no longer knows his place -- and then you get trouble. That's the reason for all the unrest they're having in the townships (p.80)."
2. What is the reason for all the unrest?
3. Oom Koos also said, ". . when I was growing up here on the farm, you would never have heard of a kaffir wanting to read and write (p.80)." Why are things changing in this respect?
4. Comment on paragraph 2, page 82.
5. Why don't you think Tengo's parents were more encouraging of his desire to get an education?
6. Why did Tengo's parents accept their situation?
7. How has the relationship changed between Frikkie and Tengo since Tengo began reading books? Why?

CHAPTER 8:

KEY TERMS:

QUESTIONS:

1. What are some specific ways that Blacks were shown to be discriminated against in Johannesburg? (p.89)
2. What appear to be the Millers's attitudes toward Blacks and why are they so much different than those of Frikkie's family? Do you think their attitudes are typical of Whites in the city?

CHAPTER 9:

KEY TERMS:

QUESTIONS:

1. What are some reasons for Frikkie feeling so much sorrow?
2. Do you think Frikkie agrees with his aunt and uncle's opinions about Blacks receiving an education?

CHAPTER 10:

KEY TERMS:

Soweto　　Bantu education　　"white liberals"

QUESTIONS:

1. What was Soweto? (pgs.112-113) What do you think it accomplished?
2. What did Joseph mean when he said, "Instead of educating us, they're throwing us a bone (p.113)."
3. What did Joseph mean when he referred to the Millers as "white liberals" (p.114).

CHAPTER 11:

KEY TERMS:

kaffir boeties　　Pretoria

QUESTIONS:

1. Oom Koos made the comment, "What good has education done them! It's only made them dissatisfied and greedy to take what is ours (p.121)." What good has education done them? Why has it made them dissatisfied? What are they dissatisfied with? Do you think it has made them greedy?
2. What are Frikkie's opinions about black/white relations? How has Oom Koos and Tant Sannie have influenced his opinions? How has the army influenced his opinions? Do you think he would hold different opinions had he stayed with his parents? Explain.

CHAPTER 12:

KEY TERMS:

Transvaal

Pass Laws

QUESTIONS:

1. What are some of the differences between black and white schools? (p.127)
2. Tengo said when he thought of Frikkie, he experienced the feeling of "something spoiled, by accident . . . (p.128)," and he asks himself, ". . . but what accident?" What do you think was the "accident"? How would you explain his analogy to the clay oxen broken by his sister?
3. What did Joseph mean when he said white liberals "only alleviate the misery; they don't change things (p.132)"? Do you agree? Why?
4. What do you think about Joseph's comment, referring to the white liberals, "It's too late now. They've had their chance, and they've missed it! When we take over this country . . . (p.133)." Do you agree that it is too late? Why or why not? How do you feel about their goal to "take over" the country?

CHAPTER 13:

KEY TERMS:

informers

intransigence (148)

new Azania (149)

QUESTIONS:

1. Describe some of the happenings of the revolution. (p.136)
2. After his confrontation with the soldier, Tengo "felt something he desperately wanted slipping away from him, felt powerless to hold onto it (p.142)." What was that "something"?
3. Why were Elijah and Alice and others blaming their parents for their present condition? Do you think they are right in blaming them? Why do you think that generation did not revolt? What encouraged Tengo's generation to revolt? Do you agree with the minister's response on this issue? (p.148)
4. What do you think Joseph is up to?

CHAPTER 14:

KEY TERMS:

African National Congress(A.N.C.)
Nelson Mandella
freedom fighters
Black Sash
Zambia
The Freedom Charter
Lusaka
conscription

QUESTIONS:

1. Even though some students believed in the revolutionary cause, they continued to try and get an education, like Tengo. The militant students saw them as defying the boycott. Do you think the militant students were fair in turning against these students? What do you think of Reverend Gilbert's opinions on this issue? (pgs.148-9)
2. Joseph felt that, "It was though he was waiting for the rain (153)." Relate the analogy to Joseph's situation.
3. What did Elijah mean when he said, "History's on our side now. Things are moving fast. Our time has come, Tengo. It's here. Now. We must grab it (p.159)."

CHAPTER 15:

KEY TERMS:

QUESTIONS:

CHAPTER 16:

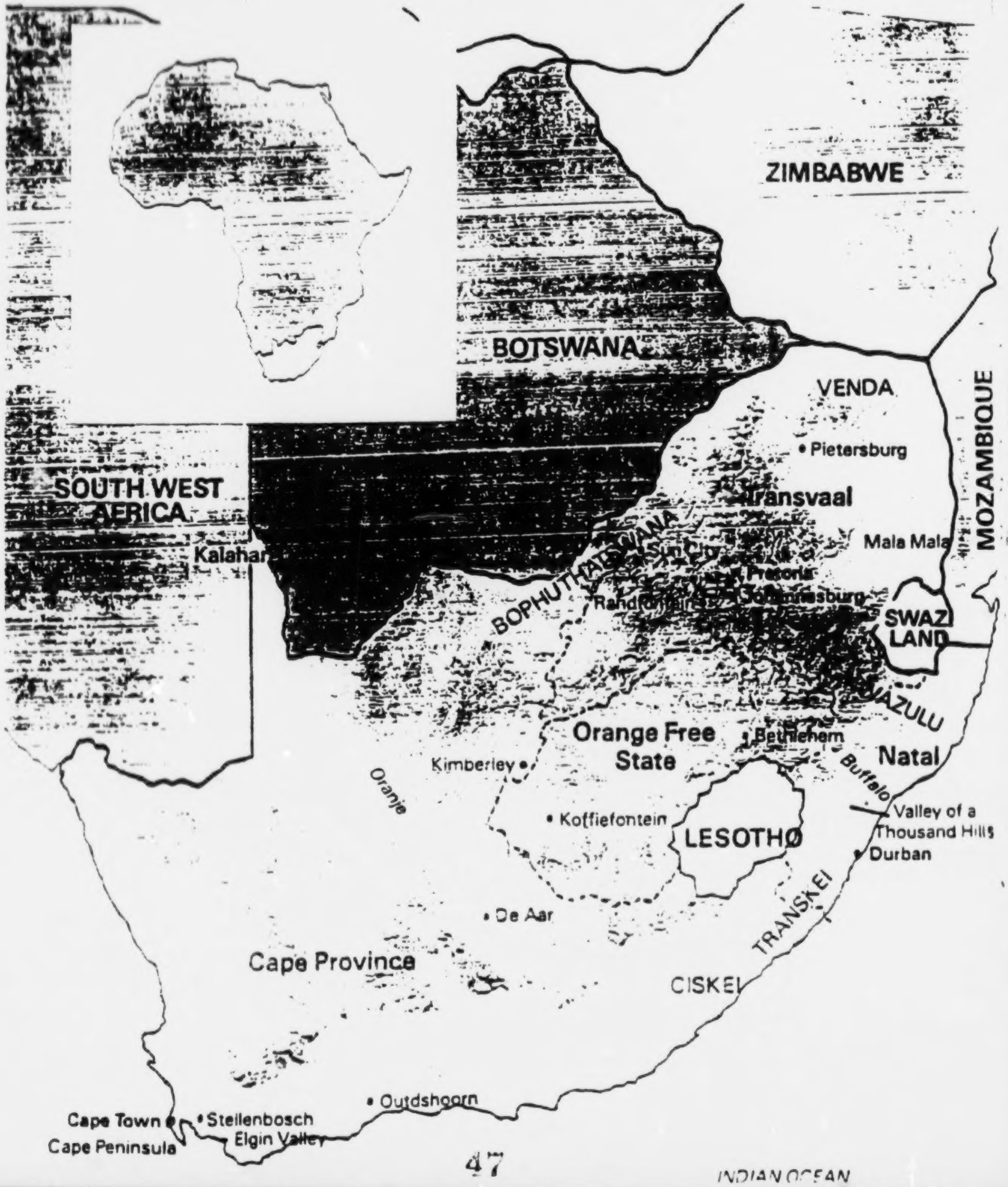
KEY TERMS:

Casspirs(205)

QUESTIONS:

1. Explain Tengo's comment to Frikkie, "You still don't see . . you don't see that the thing you did wrong was not notice that anything was wrong (p.197)." Do you agree? How can he be wrong for not doing anything if he didn't realize anything was wrong?" Defend both positions.
2. Do you agree that "as soon as someone becomes aware he is being wronged, then in some way that person is no longer a victim (p.198)." Explain?
3. On page 213, Tengo said that without any doubt, he had made his choice. What do you think his choice was?
4. Other than the obvious, what do you think the title Waiting for the Rain means?

SOUTH AFRICA


ZIMBABWE
BOTSWANA
VENDA
MOZAMBIQUE
Pietersburg
SOUTH WEST AFRICA
Transvaal
Kalahari
Mala Mala
Pretoria
BOPHUTHATSWANA
Randfontein
Johannesburg
SWAZI LAND
KWAZULU
Orange Free State
Bethlehem
Natal
Kimberley
Oranje
Buffalo
Valley of a Thousand Hills
Koffiefontein
LESOTHO
Durban
TRANSKEI
De Aar
Cape Province
CISKEI
Oudtshoorn
Cape Town
Stellenbosch
Elgin Valley
Cape Peninsula
INDIAN OCEAN

READING SCHEDULE

DATES	CHAPTERS	COMPLETED
FRIDAY Feb. 21	1 - 5	____
* **MONDAY** Feb. 24	6	____
TUESDAY Feb. 25	7	____
* **WEDNESDAY** Feb. 26	8 - 9	____
THURSDAY Feb. 28	10 - 11	____
* **FRIDAY** Feb. 29	12 - 14	____
MONDAY March 2	15	____
TUESDAY March 3	16	____
* **WEDNESDAY** March 4	THE END	____
THURSDAY March 5		____
FRIDAY March 6		____

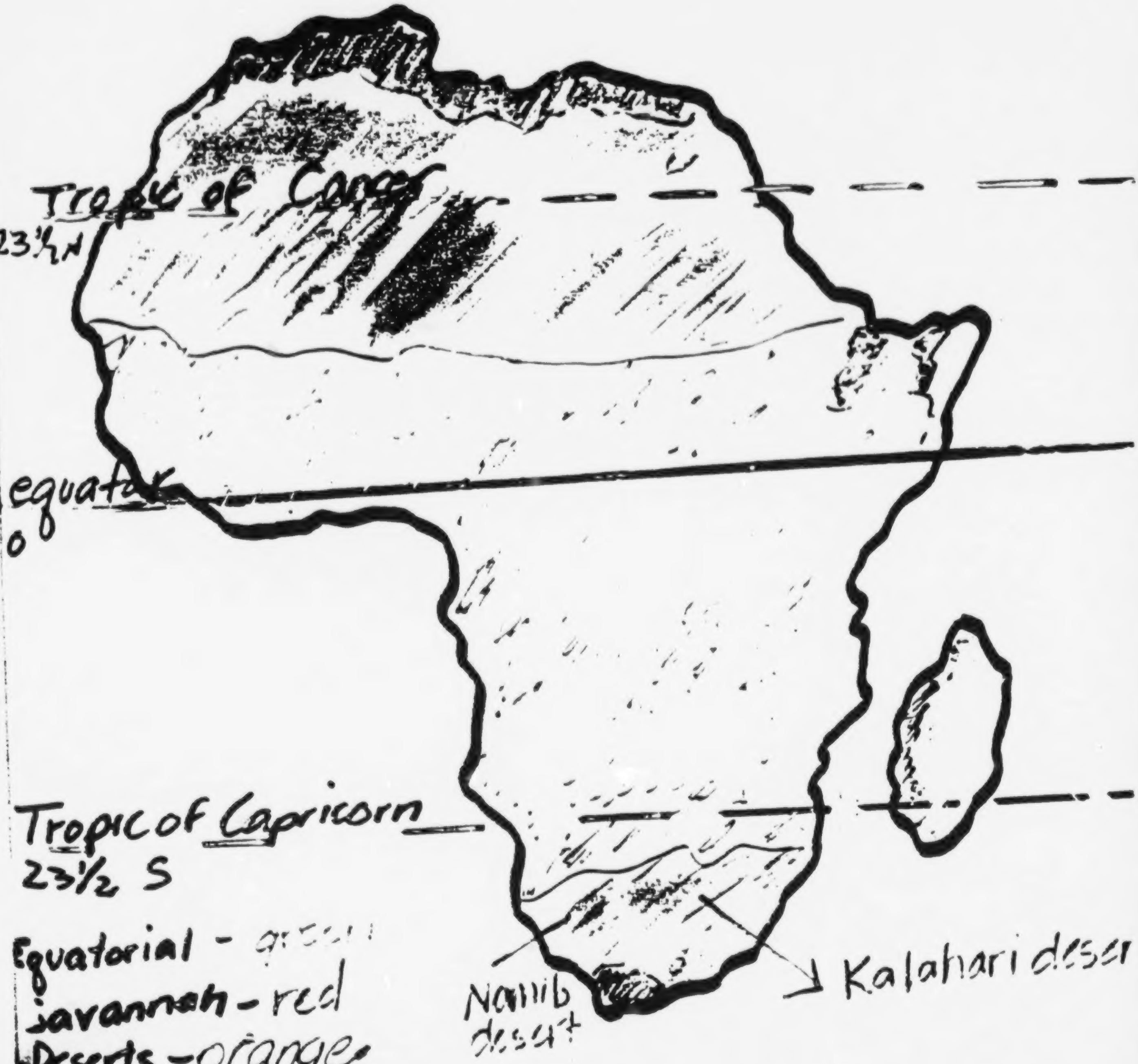
(* designates discussion of chapters read up to that day)
BE PREPARED!

Desert - receives less than 10" of precip

AFRICA = 2nd largest continent

½ times larger than North or South America

40% of Africa is desert


Tropic of Cancer
23½N
equator
0
Tropic of Capricorn
23½ S
Kalahari desert
Namib desert

Equatorial - green
Savannah - red
Deserts - orange
Mediterranean - blue

AFRICA

Name: ____________
Date: ____________
Bell ____________

Name: ___________________
Period: _________________

KEY TERMS

Waiting For The Rain

1. **AFRIKANERS**: first whites to settle in South Africa; made up of French, Germans, and Dutch.

2. **APARTHEID**: means "apartness" or "separate"; a system of separation laws that South Africa uses to keep whites and blacks apart.

3. **MAJORITY**: the greater part or number; in South Africa, the blacks are the majority for they make up 71% of the population.

4. **MINORITY**: the smaller part or number; in South Africa, the whites are the minority for they only make up 17% of the population.

5. **ETHNIC**: refers to a person's religion, race, nation, or culture. (i.e. Nelson Mandella's ethnicity is Black South African, someone's ethnicity who is from China and believes in Buddhism is Chinese or Buddhist.)

6. **NELSON MANDELLA**: black South African leader of the African National Congress; a very important and highly respected leader of black South Africans. He was imprisoned for sabotage and treason for 27 years and was recently released on February 11, 1990. He believes in "the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities."

7. **AFRICAN NATIONAL CONGRESS (ANC)**: an anti-apartheid organization led by Nelson Mandella; believes that whites and blacks should live together peacefully and equally in South Africa. Originally believed in peaceful protest; however, now believe violence is necessary to gain freedom and equality.

8. **BANTU EDUCATION**: inferior education given to blacks in South Africa in order to keep them under control of the Afrikaners.

9. **MILITANT**: fighting or warring, especially for a cause. (i.e. the African students fighting against apartheid are called militant, for they are using violence to gain equality.)

10. **PASS LAWS**: laws requiring blacks in South Africa to carry internal passports, or pass books, with them at all times; ended in 1986.

11. **INFORMERS**: people who inform against others; in South Africa it refers to people who give information to authorities about organizers against apartheid, usually done in return for some reward or favor.

12. **FREEDOM FIGHTERS**: name given to members of the ANC; they are "fighting for their freedom".

13. **THE FREEDOM CHARTER**: a document of the ANC which declares the rights and privileges deserved by all South Africans. It states that South Africa belongs to all who live in it -- black and white.

14. **SOWETO**: the first protest by African students against the inferior education (Bantu education) given to them by the Afrikaners; 20,000 students marched; 100's killed and 1,000's wounded; they continued to fight until the Afrikaners put an end to Bantu Education.

15. **HOMELANDS**: place where blacks are forces to live by the Afrikaners; small amount of land with poor soil and resources.

ORAL QUIZ QUESTIONS

Objective: To assess whether students are reading the novel.

1. Why did Tengo go to Johannesburg?

2. What does Frikkie do after he finishes school? (He must do this a minimum of two years.)

3. What are the militant students revolting against?

4. Name at least one difference between the black schools and the white schools.

5. In what country does this story take place? In what continent is this country?

Name: ______________
Period: ____________

QUIZ: SOUTH AFRICA

Afrikaners
Apartheid
Majority
Minority

Nelson Mandela
African National Congress
Bantu Education
Pass Laws

The Freedom Charter
Soweto
Homelands

1. The ________________ were the first white settlers in South Africa. They were Dutch, German, and French.

2. Blacks are the ____________ of South Africa's population while whites are the _____________ of South Africa's population.

3. As a means of staying in power, the Afrikaners established ________________ which was a system of separation laws used to keep blacks and whites apart and to keep blacks inferior to whites.

4. The Afrikaners often forced blacks to live on ______________ which had very poor soil and resources.

5. ________________ was the inferior education given to blacks in South Africa which taught them in the Afrikaans language and only prepared them to be better farmers or servants.

6. The protest by African students against this type of education (described in #4) was called ________________, named after the south western townships in which it occurred.

7. ____________________ is the most important South African leader of the African National Congress. He was imprisoned for 27 years and was recently released on February 11, 1990. Today he is still a very important leader in bringing freedom and equality to South African blacks.

8. __________________________ is the name of the anti-apartheid organization led by Nelson Mandela. It believes that blacks and whites should live together peacefully and equally in South Africa.

9. _________________ required blacks in South Africa to carry internal passports with them at all times.

10. __________________________ is the charter of the A.N.C. which declares the rights and privileges of black South Africans. It states that South Africa belongs to all who live in it -- black and white.

WRITING ACTIVITY
on
Waiting for the Rain

Each student is responsible for completing the following writing assignment by Friday, March 6. It should be a minimum of two pages in length. Grades will be based upon:

-completeness	-accuracy of information
-neatness	-well thought out ideas
-correct spelling	-detailed information
-creativity	-use of examples from book

Imagine you are either a black or white boy/girl growing up in Johannesburg during apartheid. Based upon what you have read in Waiting for the Rain, describe in detail what it is like.

From a **black perspective**:

How do you feel about apartheid?

How does it affect your life?

What kinds of problems do you face from day to day?

Are you discriminated against? If so, how? (trains, buses, public facilities, restaurants, schooling, etc).

How do you feel about the Afrikaners?

What do you think of those whites who are against apartheid?

How do you feel about the militant students leading the revolt? Do you agree with using violence to gain freedom?

What kinds of changes would you like to see take place in Africa?

From a **white perspective**:

What do you think about apartheid? Do you support it? Why or why not?

How does apartheid affect your life?

How do you feel about the black Africans? Do you think they deserve equal rights? (equal education, equal transportation, equal employment, equal laws, the right to vote, etc.) Why or why not?

How do you feel about the militant students leading the revolt?

How do you feel about blacks wanting an education?

What kinds of changes would you like to see take place in Africa, if any at all?

DO YOUR BEST!

ACTIVITY IDEAS

1. Write questions you think everyone should be able to answer after reading the book -- then try them on others.

2. Write a letter to a character in the book letting him/her know your opinions or feelings about a certain situation created by the author.

3. What was it like as a black/white kid growing up in Johannesburg during apartheid? on the farm?

4. Write a letter from a character to Dear Abby.

5. Write a journal or a diary as if you were the character in the book. Possible journal entries:
    -continue the story; research to see what happens in South Africa with the revolution against apartheid and keep a journal of one of the characters
    -from Tengo after his last encounter with Frikkie (and vise versa)
    -from Frikkie after he finds out Tengo is going to school in Johannesburg

6. Letters:
    -from Tengo to Frikkie, or vice versa, following their last meeting.
    -from the minister to Tengo to encourage him to continue with his education
    -from Elijah to Tengo to encourage him to join the revolt
    -from Joseph to Tengo to encourage him to join the A.N.C.

7. Maintain a literature log with personal responses to the book. Responses may be questions, your opinions, your feelings, your advise, etc. If something in particular yuou read strikes you in one way or the other, reflect upon it and write about it.

APPENDIX B

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TEXTBOOK-BASED INSTRUCTION
Unit: South Africa
Grade: Sixth/Control Group

I. Summary

This unit of study focuses on the country of South Africa, its geographical, economical, and cultural diversity, and the political, social, and emotional issues surrounding apartheid.

The primary means of instruction is reading and discussion of textbook materials and current events articles.

Folklore, art, videos, music, and slides are integrated into the unit as well.

Evaluation is based on completion chapter questions, vocabulary terms, a quiz, and a final exam.

II. Goals

A. Knowledge

1. to understand the geographical and economic diversity of Africa,
2. to gain an awareness and appreciation of the diverse cultures of Africa,
3. to recognize the various forms of racial discrimination in South Africa,
4. to comprehend the origin, meaning, and effects of apartheid in South Africa,
5. to become aware of efforts of other countries to end apartheid and hypothesize about other possible solutions.

B. Skills

1. to communicate ideas and information orally and through writing,
2. to demonstrate ability to comprehend, analyze, and generalize,
3. to sense cause and effect relationships,
4. to compare and contrast differing points of view,
5. to recognize the value components in decision making.

C. Attitudes

1. to develop an attitude of open-mindedness: willingness to listen to another point of view,
2. to develop an appreciation and respect for different cultures and beliefs.

III. Daily Objectives

DAY 1: Introduction

Students should demonstrate an understanding of the geographical diversity of Africa by distinguishing the four climate zones on an African map.

DAY 2 & 3: Reading/Discussion

Students should be able to read "South of the Sahara" and "African Society and Culture," define vocabulary, and complete lesson review questions.

DAY 4 & 5: Folklore/Art Activity

Students should understand the purpose for and develop an appreciation of African folklore by listening to various African folk tales and completing an African art activity based on ideas from the tales.

DAY 6: Reading Pairs/Discussion

Students should be able to read current events (November 17, 1989), define selected key terms, and complete crossword puzzle.

DAY 7: Ashanti to Zulu, story and slides

Students should develop an awareness of the great cultural diversity of Africa by viewing and discussing the story Ashanti to Zulu which describes various customs of several African tribes.

DAY 8 & 9: Reading/Discussion/Key Terms

Students should be able to:
-read current events article on Nelson Mandella (February 23, 1990) and define key terms,
-discuss reading and review vocabulary,
-view visuals depicting different lifestyles of black and white South Africans,

DAY 10: Quiz/Video

Students should be able to:
-demonstrate knowledge of apartheid in South Africa by completing short quiz,
-gain a greater understanding of the geography, climate, and animal life in Africa by viewing National Geographic video.

DAY 11: Review/Video

Students should be able to:
-participate in review session
-finish viewing National Geographic video

DAY 12: Final Exam

Students should be able to demonstrate understanding of material covered in this unit by completing a final evaluation.

DAY 13: Assessment Activities

Students will participate complete changing views activity.

AFRICA

NAME ____________

PERIOD ____________

1. SLASH AND BURN ____

____

2. SHIFTING CULTIVATION ______________________________________

____

3. CASH CROP ____

____

4. DESERTIFICATION ____

____

5. MALNUTRITION ____

____

6. SAHEL ____

____

7. EXTENDED FAMILY ____

____

8. MULTILINGUAL ____

____

9. FAMINE ____

____

10. DROUGHT ____

____

11. AFRIKANERS ____

____

12. APARTHEID ____

____

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13. MAJORITY ____

____

14. MINORITY ____

____

15. ETHNIC ____

____

16. BISHOP TUTU _____________________________________

____

17. NELSON MANDELA __________________________________

____

18. AFRICAN NATIONAL CONGRESS ________________________

____

19. BANTU EDUCATION _________________________________

____

20. MILITANT ____

____

21. PASS LAWS _______________________________________

____

22. INFORMERS _______________________________________

____

23. FREEDOM FIGHTERS ________________________________

____

24. THE FREEDOM CHARTER _____________________________

____

25. SOWETO ____

____

26. HOMELANDS _______________________________________

____

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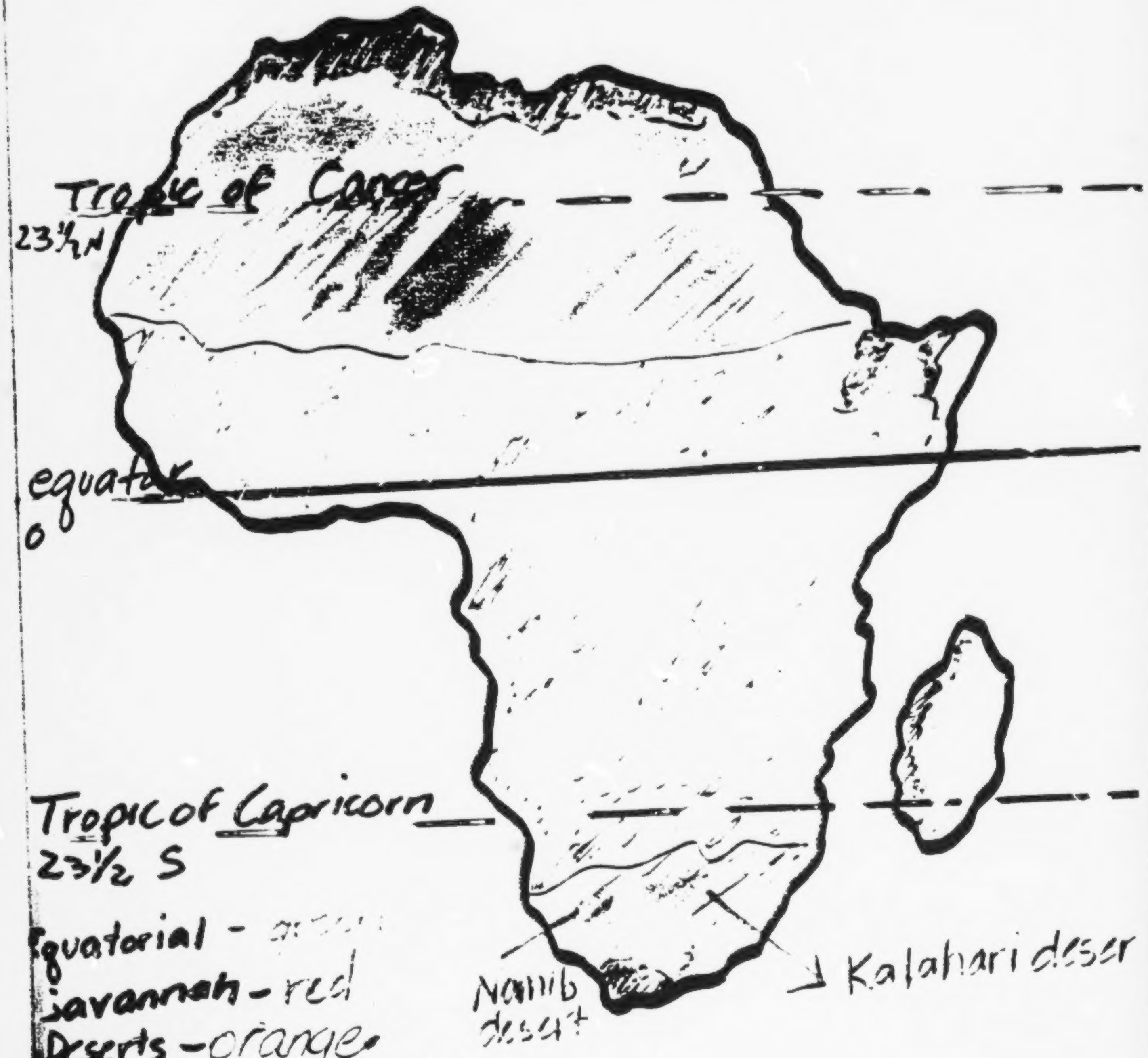
Desert - receives less than 10 of precip.

AFRICA = 2nd largest continent

½ times larger than North or South America

40% of Africa is desert


Tropic of Cancer
23½N
equator
0
Tropic of Capricorn
23½ S
Kalahari deser
Namib desert

Equatorial - green
Savannah - red
Deserts - orange
Mediterranean - blue

AFRICA

[illegible] ____________

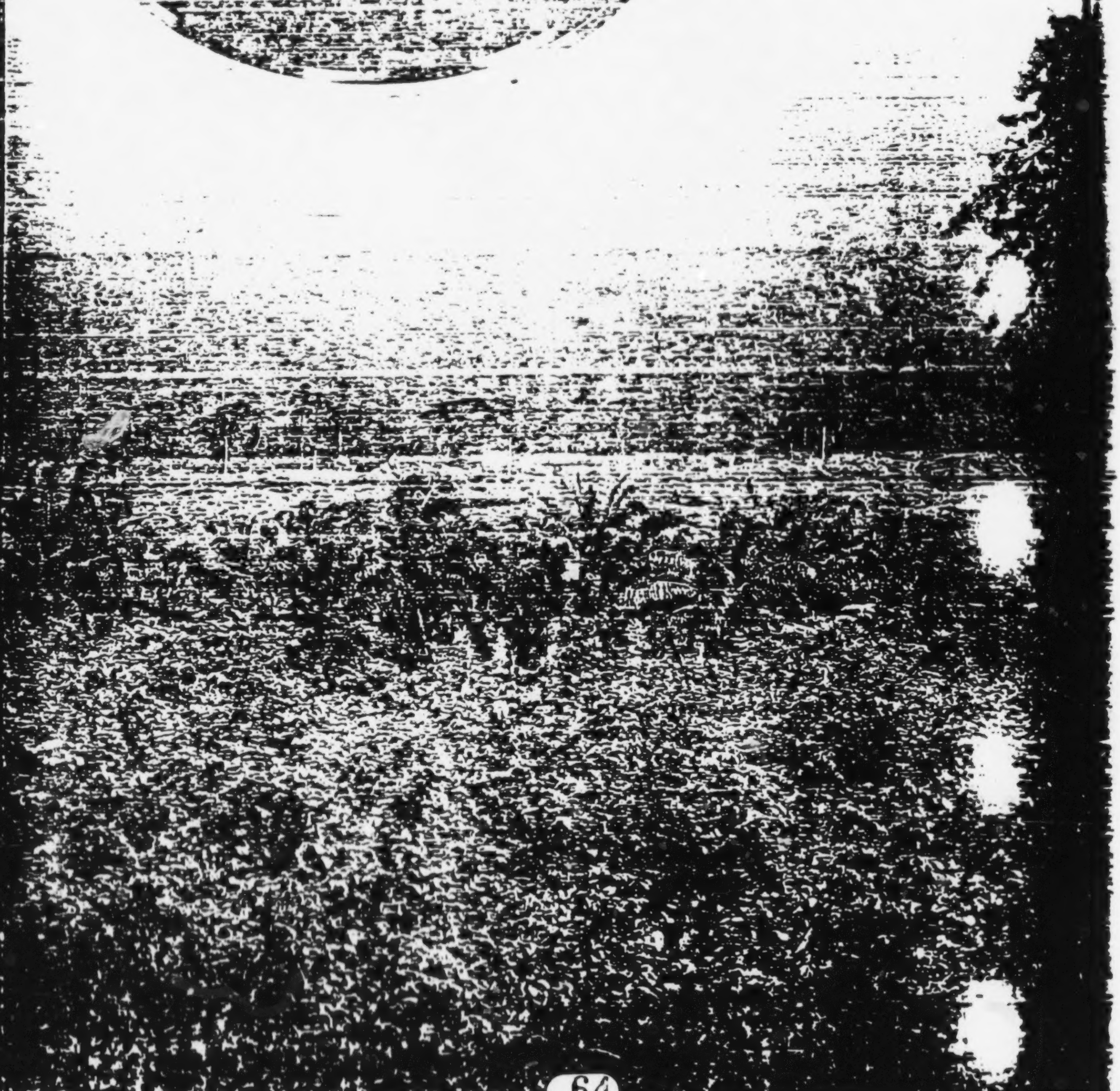
[illegible] ____________

[illegible] ____________

CHAPTER 26

SOUTH OF THE SAHARA

Drought and the overuse of land causes famine in Africa. African nations struggle to build strong economies despite differences in cultures, languages, and customs.



LESSON 1

[illegible]

THINK ABOUT WHAT YOU KNOW

What would happen if the place where you live had a terrible shortage of water for the next five years? What problems would occur and what could you do to prevent those problems?

STUDY THE VOCABULARY

famine	**slash and burn**
malnutrition	**shifting cultivation**
Sahel	**cash crop**
desertification	

FOCUS YOUR READING

What economic problems are created by Africa's environment?

A. The Relief Station

The Wait A crowd of almost 7,000 people wait silently. Many have walked from villages as far as 30 miles (48 km) away. The earliest arrivals have found a spot to sit in the shade of a hillside. The adults are dressed in torn, homemade clothing. Some of the men hold herding sticks to show that they own cattle. The women carry their babies in shawls tied on their backs. The babies are too weak to cry. The older children are barefoot, and some have no clothes. All have been here before, so they know that the process will take several hours. Everyone who could possibly make the trip has come, even the sick and aged.

Nearby, Red Cross workers set up a registration table. The Red Cross is an international organization that cares for the wounded, sick, and homeless in time of war and natural disaster. Today they will count the crowd and allot a month's worth of food to each family.

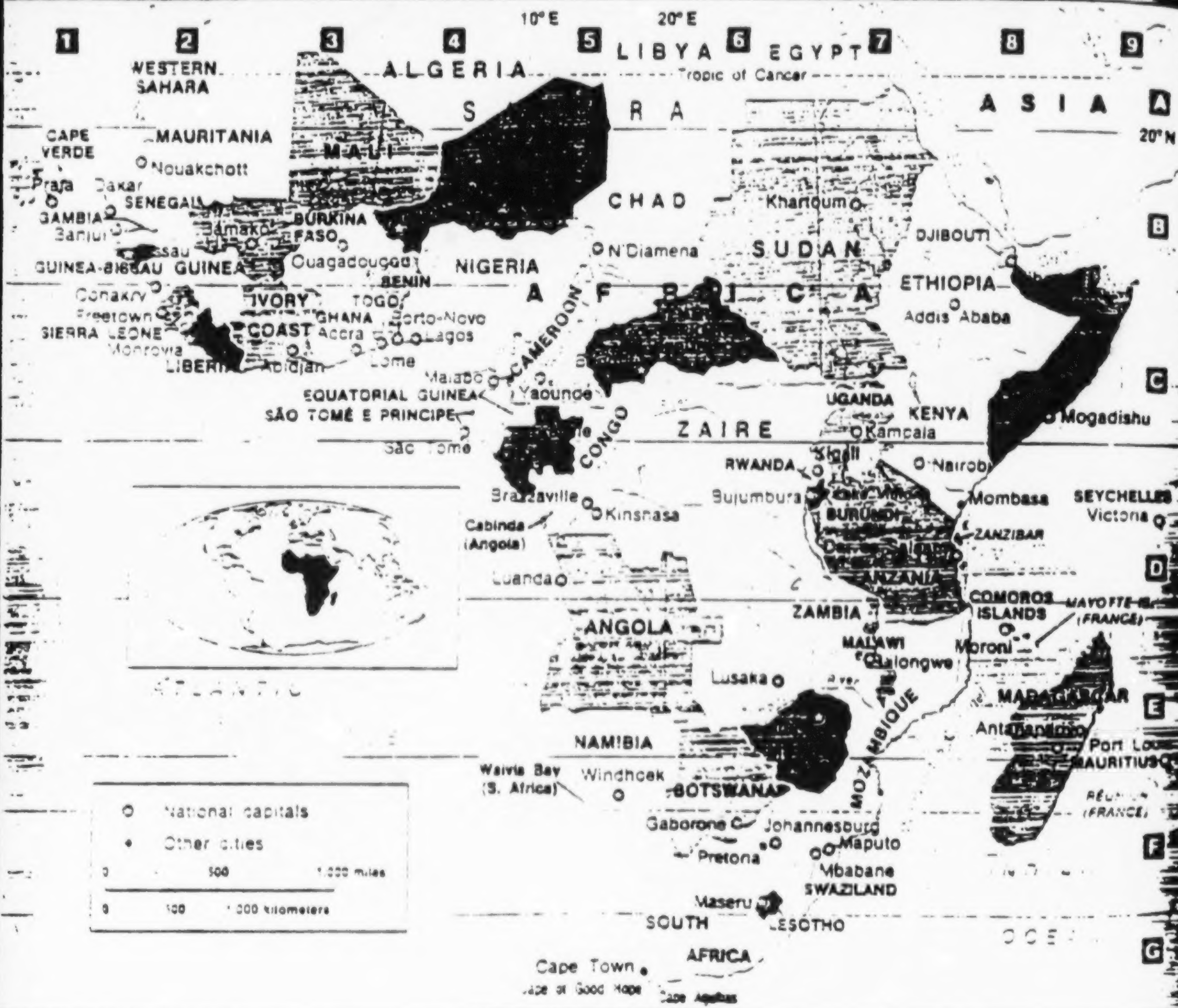
Care for the Hungry The food, a long, low pile of wheat flour, beans, and grain, lies on the ground nearby. Many individuals, foreign governments, school children, and entertainers from around the world have collected millions of dollars to send tons of food.

Before any food is passed out, paramedics examine some of the children. A paramedic is a person with medical training in first aid. Children who have suffered from long-term starvation have no strength. These children often have dull eyes, bloated stomachs, and thin, sticklike arms and legs.

After the medical exams, each family walks up to the registration table. As each person passes the table, he or she dips a finger into a dye pot so that no one will

The Red Cross provides food and medicine for the hungry and sick.
▶ What kind of food are these people receiving?

AFRICA SOUTH OF THE SAHARA: POLITICAL


10° E
20° E
1
2
3
4
5
6
7
8
9
A
B
C
D
E
F
G
20° N
Tropic of Cancer
WESTERN SAHARA
ALGERIA
LIBYA
EGYPT
ASIA
SAHARA
CAPE VERDE
MAURITANIA
Nouakchott
Praia
Dakar
SENEGAL
GAMBIA
Banjul
MALI
Bamako
Bissau
GUINEA-BISSAU
GUINEA
Conakry
Freetown
SIERRA LEONE
Monrovia
LIBERIA
IVORY COAST
Abidjan
BURKINA FASO
Ouagadougou
GHANA
Accra
TOGO
Lome
BENIN
Porto-Novo
Lagos
NIGERIA
CHAD
N'Djamena
SUDAN
Khartoum
DJIBOUTI
ETHIOPIA
Addis Ababa
AFRICA
CAMEROON
Malabo
Yaounde
EQUATORIAL GUINEA
SÃO TOMÉ E PRINCIPE
São Tomé
CONGO
ZAIRE
UGANDA
Kampala
KENYA
Nairobi
Mogadishu
Mombasa
RWANDA
Kigali
Bujumbura
BURUNDI
Dar es Salaam
TANZANIA
ZANZIBAR
SEYCHELLES
Victoria
Brazzaville
Kinshasa
Cabinda (Angola)
Luanda
ANGOLA
ZAMBIA
Lusaka
MALAWI
Lilongwe
COMOROS ISLANDS
Moroni
MAYOTTE IS. (FRANCE)
MADAGASCAR
Antananarivo
Port Louis
MAURITIUS
RÉUNION (FRANCE)
MOZAMBIQUE
NAMIBIA
Walvis Bay (S. Africa)
Windhoek
BOTSWANA
Gaborone
Johannesburg
Pretoria
Maputo
Mbabane
SWAZILAND
Maseru
LESOTHO
SOUTH AFRICA
Cape Town
Cape of Good Hope
Cape Agulhas
ATLANTIC
OCEAN
National capitals
Other cities
0 500 1,000 miles
0 500 1,000 kilometers

Cities less than 100,000

Banjul (Gambia)	B-2
Gaborone (Botswana)	F-6
Malabo (Equatorial Guinea)	C-4
Maseru (Lesotho)	F-6
Mbabane (Swaziland)	F-7
Moroni (Comoros Is.)	E-8
Praia (Cape Verde)	B-1
São Tomé (São Tomé & Principe)	C-4
Victoria (Seychelles)	D-9
Windhoek (Namibia)	F-5

Cities 100,000 to 499,999

Bamako (Mali)	B-3
Bangui (C. A. Republic)	C-6
Bissau (Guinea-Bissau)	B-2
Brazzaville (Congo)	D-5
Bujumbura (Burundi)	D-6
Djibouti (Djibouti)	B-8
Freetown (Sierra Leone)	C-2
Kampala (Uganda)	C-7
Kigali (Rwanda)	D-6
Libreville (Gabon)	C-4
Lilongwe (Malawi)	E-7
Lome (Togo)	C-4
Luanda (Angola)	D-5
Mogadishu (Somalia)	C-8
Mombasa (Kenya)	D-7
Monrovia (Liberia)	C-2
N'Djamena (Chad)	B-5
Niamey (Niger)	B-4
Nouakchott (Mauritania)	B-2
Ouagadougou (Burkina Faso)	B-3
Port Louis (Mauritius)	E-9
Porto-Novo (Benin)	C-4
Yaounde (Cameroon)	C-5

Cities 500,000 to 999,999

Accra (Ghana)	C-3
Cape Town (South Africa)	G-5
Conakry (Guinea)	C-2
Dar es Salaam (Tanzania)	D-7
Harare (Zimbabwe)	E-7
Khartoum (Sudan)	B-7
Lusaka (Zambia)	E-6
Maputo (Mozambique)	[illegible]
Pretoria (South Africa)	F-6

Cities 1,000,000 or more

Abidjan (Ivory Coast)	[illegible]
Addis Ababa (Ethiopia)	[illegible]
Antananarivo (Madagascar)	E-8
Dakar (Senegal)	B-2
Johannesburg (South Africa)	F-6
Kinshasa (Zaire)	D-5
Lagos (Nigeria)	C-4
Nairobi (Kenya)	D-7

Africa south of the Sahara extends from Senegal in the west to Somalia in the east. It extends south from the Sahara to South Africa.

- ▶ Does the capital of Senegal have more than, or less than, 1 million people?

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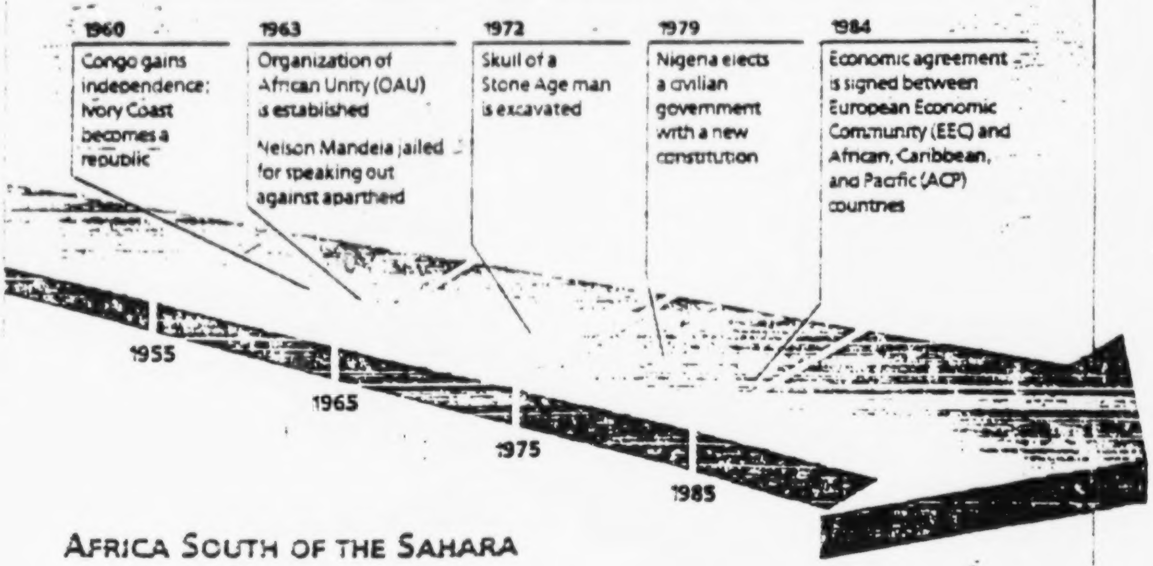
try to come back for second helpings. The Red Cross workers then hand out each family's allotment. One adult from each family receives a 100 lb (45 kg) bag filled with grain. This time the families are receiving only half portions of the grain because the supplies are running out. The rations, or portions, will feed a family for only two weeks.

Drought and Famine There are dozens of food stations scattered throughout the area in Africa south of the Sahara. These countries are plagued by drought, or a shortage of water. A long drought can lead to an extreme shortage of food, which is called a **famine**. Many of the 500 million people in Africa south of the Sahara suffer from **malnutrition**, which is the lack of a proper diet. To stay alive, 3 million people from the country of Ethiopia depend on the Red Cross food stations. Five million children in Africa south of the Sahara die each year, and 5 million more are crippled by malnutrition. The geography of Africa helps to explain why the 46 countries of Africa south of the Sahara are among the world's poorest.

3. The Sahel

Location of a Famine As you recall from Chapter 11, there are four climate zones in Africa. Along the Equator is a tropical rain forest. North of the Equator, the environment changes into savanna, or grassland, and then a desert region. Located between the desert and the savanna is the **Sahel** region. *Sahel* is an Arabic word meaning "border" or "shore."

The Organization of African Unity (OAU) supports African independence and promotes unity among African nations.
▶ In what year was the OAU established?


1960
Congo gains independence; Ivory Coast becomes a republic
1963
Organization of African Unity (OAU) is established
Nelson Mandela jailed for speaking out against apartheid
1972
Skull of a Stone Age man is excavated
1979
Nigeria elects a civilian government with a new constitution
1984
Economic agreement is signed between European Economic Community (EEC) and African, Caribbean, and Pacific (ACP) countries
1955
1965
1975
1985

AFRICA SOUTH OF THE SAHARA

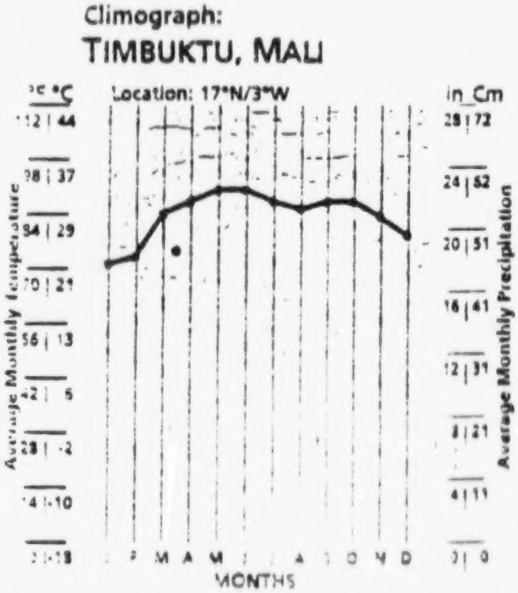
1960-1984

A dozen countries in the Sahel have been hit hard by severe droughts in recent years. The droughts have led to famine and the death of thousands of people in the countries that lie between Ethiopia and the Atlantic Ocean.

Cause of Famine Droughts and famines are not new in Africa. Written reports of droughts date back as far as 253 B.C. Droughts are part of a natural cycle of wet and dry years. In the 1960s, there was an unusually long period of wet years. More farms were started in the Sahel region. The people who raised cattle were able to increase their herds. Then a number of dry years occurred.

Throughout the Sahel during those years of drought, streams and wells went dry. Farmers could not irrigate crops and herders could not find pastures for their cattle. Many thousands of animals died. People had to move to camps where they could receive food sent from other countries. Diseases spread quickly among people crowded together in the camps, and many people died.

Drought and famine are a constant threat to farmers in the nations of the Sahel.
► How has drought affected the land shown above?



The city of Timbuktu, Mali, is located in the Sahel.
► About how many inches of rain does Timbuktu receive in a year?

Many trees in the Sahel have been cut down to build homes or to use for firewood. In many cases, no seeds were planted to grow new trees. Too many farmers worked the land. In some places, the livestock was allowed to graze, or eat, the land bare.

A Changing Environment Without vegetation, nothing is left to prevent the dry soil from blowing away. The land turns into desert as the vegetation disappears. The change of the land into desert by man or nature is called **desertification.** One solution to the problem of desertification is to plant trees in rows to serve as windbreaks. Another solution is to fence off grazing areas to allow the grass to grow back. Because of human actions the Sahel environment is changing. The same is true for the rain forest region.

C. Rain Forest Farming

Method of Farming Tropical rain forest soil is not very good for growing crops. When the land is cleared for farming, the heavy rains quickly wash away the minerals that feed plants. Farmers in this environment have found a way to get around the problem.

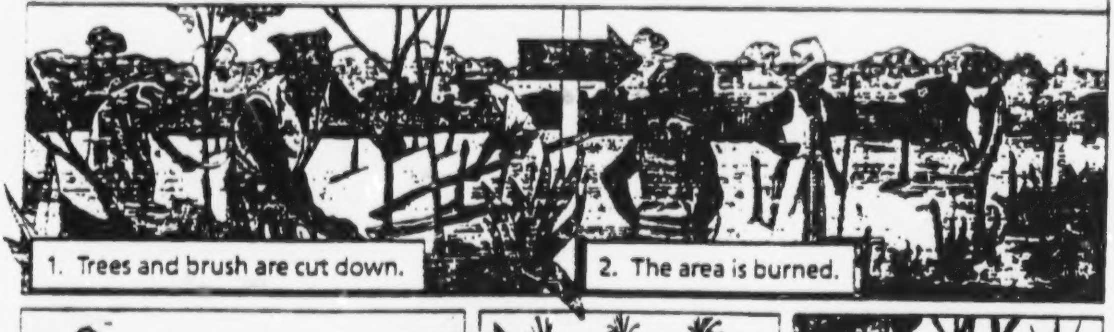
Forest farmers clear only small patches of land. They use a technique called **slash and burn**, shown in the diagram below. First they slash, or cut down, trees and bushes. Next they burn the cut trees and bushes as well as any plants on the ground. Before planting, the farmers break up the ash-covered soil with hoes. The ash helps to make the soil fertile.

The farmers do not use the same patch of land for more than two or three years, because the soil wears out so quickly. Instead of planting the same patches, they clear others. The old patches are left to grow back as forest. This method of farming is called **shifting cultivation.**

The forest grows back quickly, but it takes a long time for the minerals to build up in the soil. Leaves and other materials fall on the ground and decay. Trees and bushes draw minerals from deep in the soil. After about 20 years a patch may be cleared and used again.

Depleted Soil There must be a great deal of land for farmers to shift the location of their fields every year or two. In recent

SLASH-AND-BURN FARMING


1. Trees and brush are cut down.
2. The area is burned.
3. Seeds are planted.
4. Crops are grown.
5. The forest grows back.

This diagram shows the various steps in slash-and-burn farming.

▶ After the area is burned, how are the seeds planted?

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years the number of people living in the rain forest has grown. More people need more food. Farmers reclear the land every few years instead of waiting longer. The soil does not have time to replenish itself, and the result is poor crops. Some land has become so poor that it will grow neither crops nor trees. Too much farming makes it nearly useless.

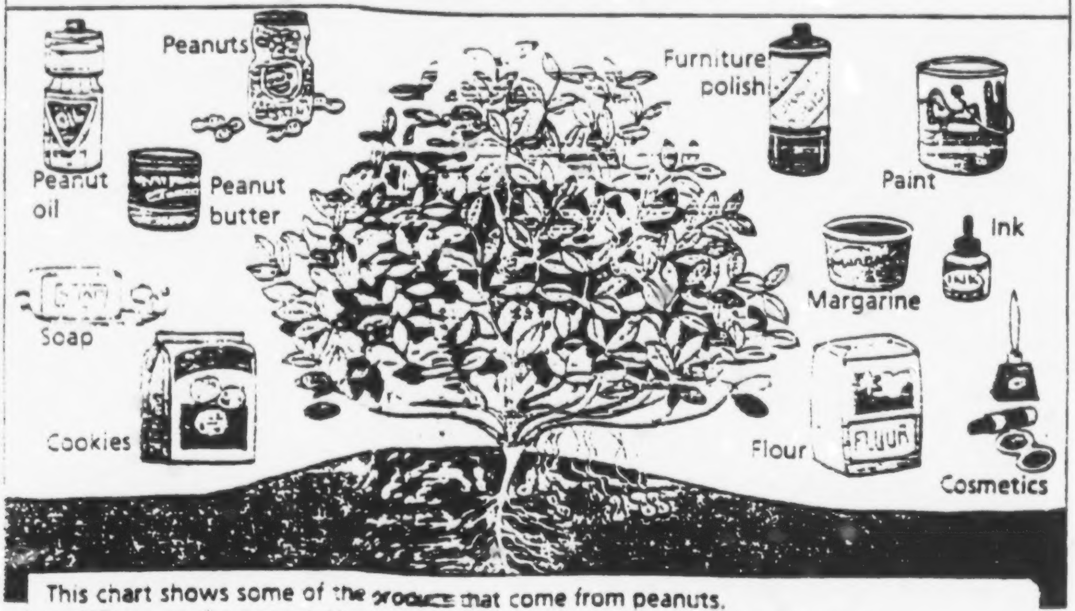
Cash Crops Most farmers in and out of the forest are subsistence farmers. Most of what they grow is used to feed their families and very little is left to sell for profit. During the past century, Africans have been growing more **cash crops**. A cash crop is one grown for sale rather than for use by the grower. Such cash crops as bananas, coconut, coffee, cotton, and peanuts are exported. These exports play a major role in African economy.

[illegible] and

One Cash Crop Burundi is a small country in central Africa. Burundi's farmers produce more than a dozen agricultural products. Coffee is the main cash crop, totaling 84 percent of Burundi's exports. Gambia, in western Africa, depends on the groundnut, or peanut. Four fifths of Gambia's exports are peanuts and peanut products such as cooking oil. The economy of a country like Burundi or Gambia is dependent on one product. A decline in the value of that one product can ruin an economy.

Diversification Senegal, the country that surrounds Gambia on three sides, at one time had an economy based on the production of groundnuts. During the 1960s and 1970s, the production of

PRODUCTS OF PEANUTS



This chart shows some of the products that come from peanuts.

▶ Where on the peanut plant do the pods, or the shells that contain the nuts, grow?

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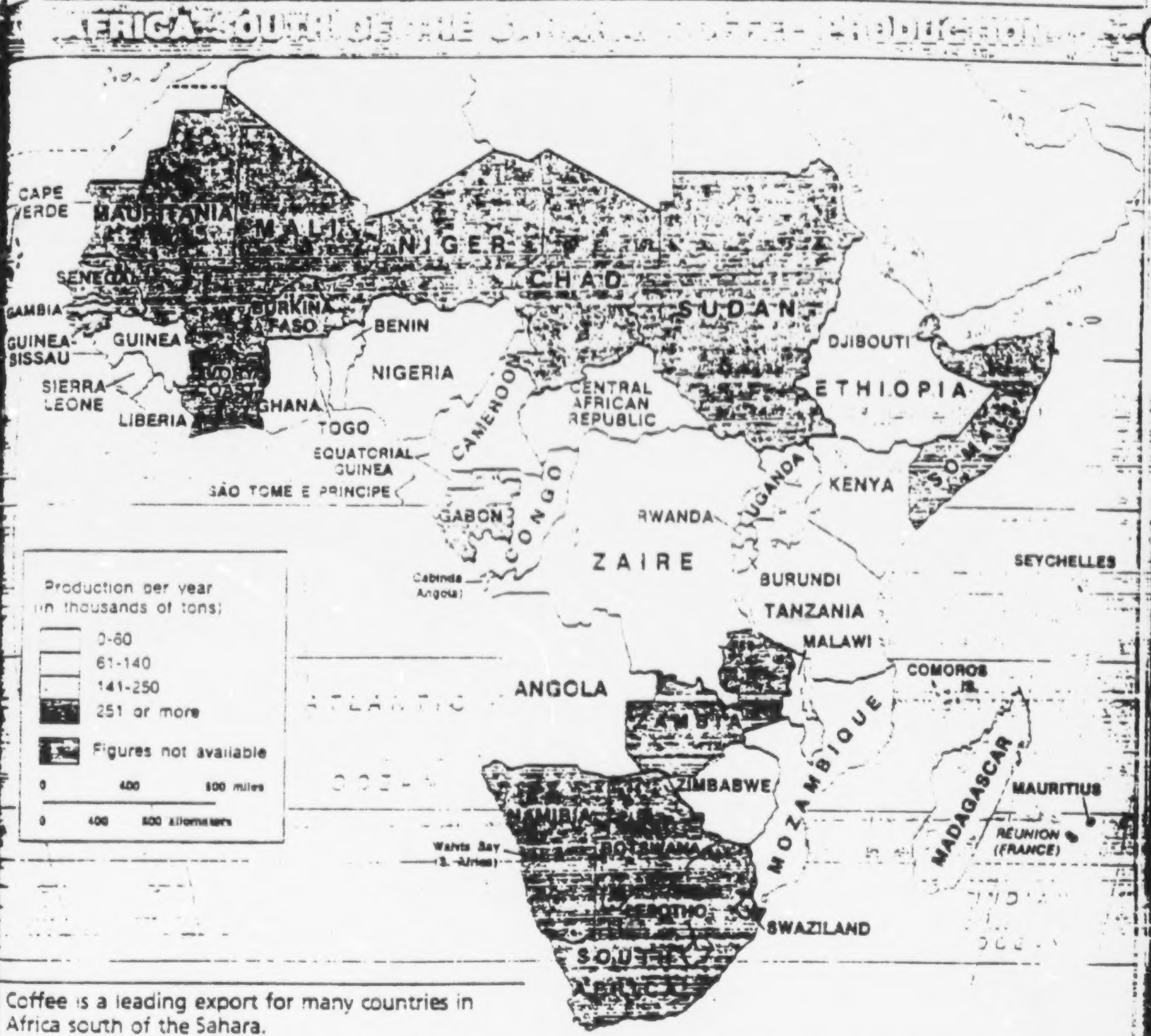
AFRICA SOUTH OF THE SAHARA: COFFEE PRODUCTION
CAPE VERDE
MAURITANIA
MALI
NIGER
CHAD
SUDAN
SENEGAL
GAMBIA
GUINEA-BISSAU
GUINEA
SIERRA LEONE
LIBERIA
IVORY COAST
GHANA
BURKINA FASO
TOGO
BENIN
NIGERIA
CAMEROON
EQUATORIAL GUINEA
SÃO TOME E PRINCIPE
GABON
CONGO
Cabinda (Angola)
CENTRAL AFRICAN REPUBLIC
DJIBOUTI
ETHIOPIA
SOMALIA
UGANDA
KENYA
RWANDA
ZAIRE
BURUNDI
TANZANIA
SEYCHELLES
MALAWI
COMOROS IS.
ANGOLA
ZAMBIA
ZIMBABWE
MOZAMBIQUE
MADAGASCAR
MAURITIUS
RÉUNION (FRANCE)
NAMIBIA
BOTSWANA
Walvis Bay (S. Africa)
LESOTHO
SWAZILAND
SOUTH AFRICA
ATLANTIC OCEAN
INDIAN OCEAN
Production per year (in thousands of tons)
0-60
61-140
141-250
251 or more
Figures not available
0 400 800 miles
0 400 800 kilometers

Coffee is a leading export for many countries in Africa south of the Sahara.

▶ Which country in Africa south of the Sahara produces the most coffee?

groundnuts dropped and Senegal's economy weakened. The leaders of Senegal realized there was a need to diversify, or increase the variety of products made.

If the Senegalese diversified, their economy would not be at the mercy of one product. Since that time, farmers have diversified crops to produce more cotton, rice, and sugar. Industry and mining are also being developed. Exports are now divided among groundnuts, petroleum products, fish, phosphates, and cotton fabrics.

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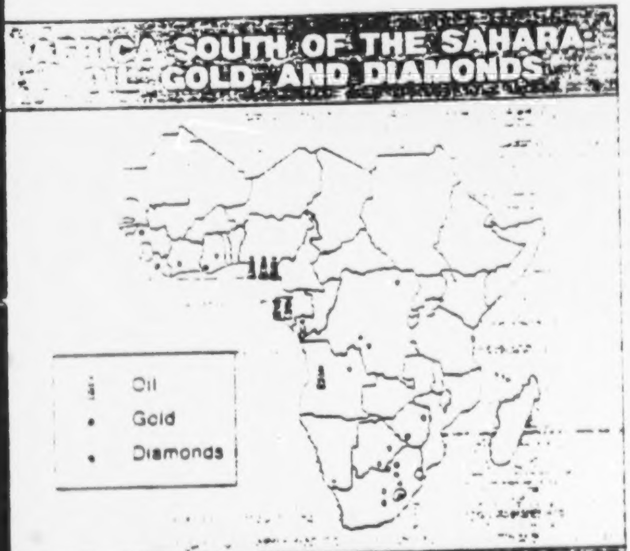
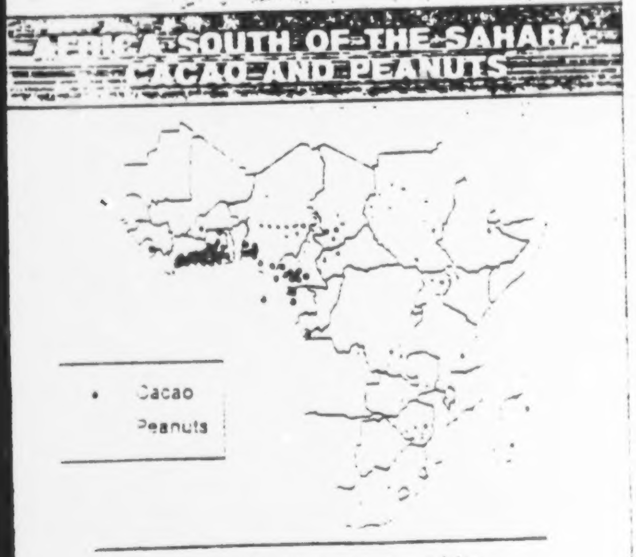
Nigerian Oil In the 1960s, the country of Nigeria grew almost all the food it needed. It exported enormous quantities of cacao, palm products, corn, peanuts, and rubber. Then oil was discovered in Nigeria; so much that Nigeria became the world's eighth largest producer of oil. Nigeria used the profits from this oil to build highways, schools, and skyscrapers.

During the oil boom, Nigerians moved to the cities to get better jobs. Farms were neglected, which caused crop yields to drop. Oil became 97 percent of Nigeria's exports. When the price of oil dropped, the result was a failing economy. Nigeria has been shifting toward more industry to avoid the problem of one export.

[illegible]

It has been difficult for the countries of Africa to develop strong economies. Droughts, desertification, and poor soil have contributed to poor crops. Goods cannot be brought to the marketplace because most countries in Africa have inadequate systems of transportation.





Some countries in southern Africa are rich in resources.

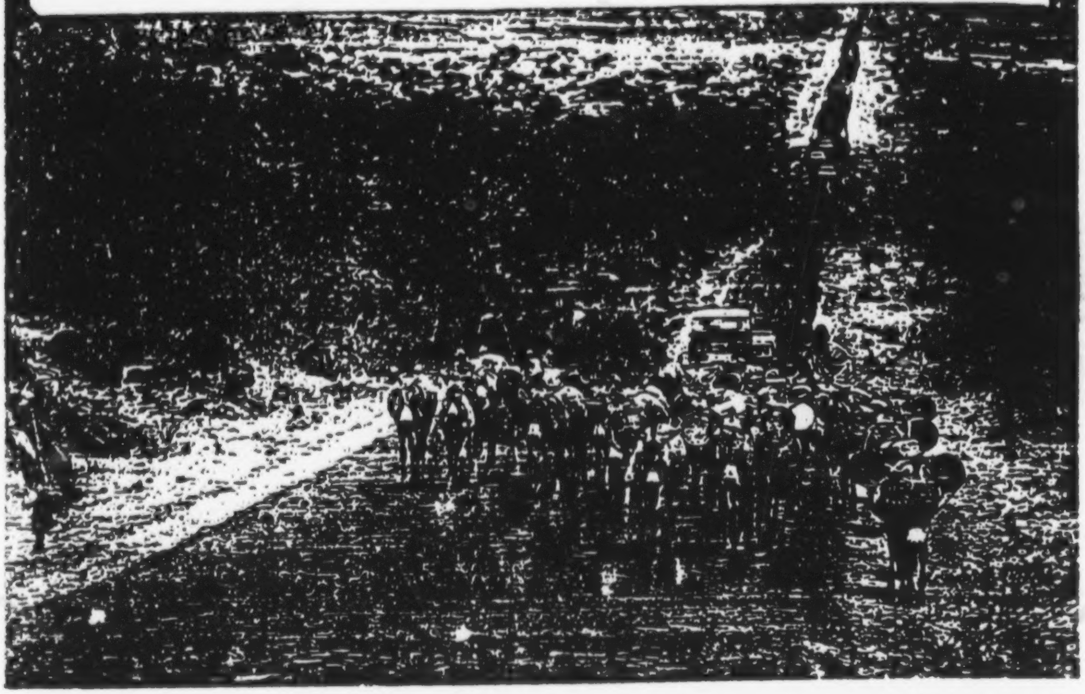
- ▶ What important energy resource is found in Africa south of the Sahara?

The modern city of Lagos is Nigeria's capital and largest city.

- ▶ Why, do you think, is Lagos also Nigeria's chief port?

Although automobiles make travel easier for some people, these Masai carry water by donkey as their ancestors did years ago.

▶ How would you describe the terrain in this picture?



Many rivers are not navigable because of waterfalls and rapids. There are not enough roads for goods to be transported. Of 867,000 miles (1,395,000 km) of roads in Africa south of the Sahara, only a small fraction of them are paved. Most of the roads are virtually impassable during the rainy seasons.

There are not enough railroads, either. Roads and railways are needed to transport minerals and farm products to the seacoast. From there they will be shipped overseas. It is difficult and expensive to build roads and railways through rain forests and deserts. Many of the countries cannot afford these projects.

LESSON 1 REVIEW

A. How is the famine relief effort being carried out in Africa south of the Sahara?
B. What effect has the drought had on the people and the environment of the Sahel?
C. How is farming practiced in the rain forest?
D. How have African countries south of the Sahara dealt with the problem of one-product economies?
E. Why is transportation lacking in this part of the world?

THINKING SKILL

Create a diagram that shows the steps in shifting cultivation.

LESSON 2 [illegible]

[illegible]

What stories can you name that were told to you when you were younger?

[illegible]

ancestor **folk tale**
diviner

[illegible]

What were the characteristics of African society from the sixth to the sixteenth centuries?

A. Self-sufficient Villages

Most of African society was organized into villages, each with its own social and political institutions. The villages were small, and most villagers were related. Most of the people in the villages were either farmers or herders. Farmers planted crops such as rice, yams, and bananas. The herders raised cattle, sheep, and goats. Some members of the village in Africa fished and hunted.

The villages were often governed by a tribal council, which was made up of older men who, because of their experience, had gained the respect of the villagers. Decisions were often discussed for days until an agreement that everyone accepted was reached. Legal disputes were settled in the same manner, with judges working out an agreement that both sides could accept.

In the large and wealthy trading states that developed in Africa during this time period, government was in the hands of powerful kings. Because these kings were often considered to be divine, they maintained great control over the people of the state.

A Supreme Spirit African villagers believed that an all-powerful god created the world and set down the rules that people should follow. This god, or Supreme Spirit, also taught the first Africans how to fish, hunt, plant, harvest, make tools, and weave. Then he went up to live in the sky. But the Africans believed that this Supreme Spirit was too great to deal with individual humans. So they worshiped lesser gods that lived in natural objects, such as water, fire, trees, and rocks. Individuals prayed to these gods for rain or for the rain to stop, for many children to help them work and share their lives, for long life, for fish in the waters, and for animals in the fields.

Early Africans worshiped gods in many forms.
▶ What did the early African people ask of their gods?

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African villagers also prayed to their **ancestors**, or people from whom a family or group descends. Africans believed that their ancestors could help them by speaking with the Supreme Spirit. Every village also had a person known as a **diviner**. This person could call on the gods to ask questions and find solutions for things such as illness or crop failure.

Storytellers The villagers celebrated many holidays, such as births, marriages, the planting and harvesting of crops, and historical and mythical events. Traditions and beliefs were handed down from one generation to the next by word of mouth. Each village had its own storyteller, usually the oldest person in the village. The storyteller would pass the history of the village down to the children by telling, acting, and singing a story at a village celebration. For this oral history to be remembered, the storyteller had to be entertaining as well as informative.

Some of the most famous of these stories, often called **folk tales** because they are stories that are passed down orally, are the Anansi (ah NAHN see) tales. These tales are about a spider who is too clever for his own good. In "Anansi's Hat-Shaking Dance," the foolish spider's pride causes him to accidentally burn his head. Thus, according to this story, spiders have been bald ever since. Another famous tale, "Anansi and His Visitor, Turtle" tells how the spider tried to outsmart the turtle. The moral of this story is "Beware! The person you're trying to take advantage of may be smarter than you." Most of these folk tales explain good behavior to children. You can read an Anansi tale in the literature selection on page 281. Have you ever heard an American folk tale?

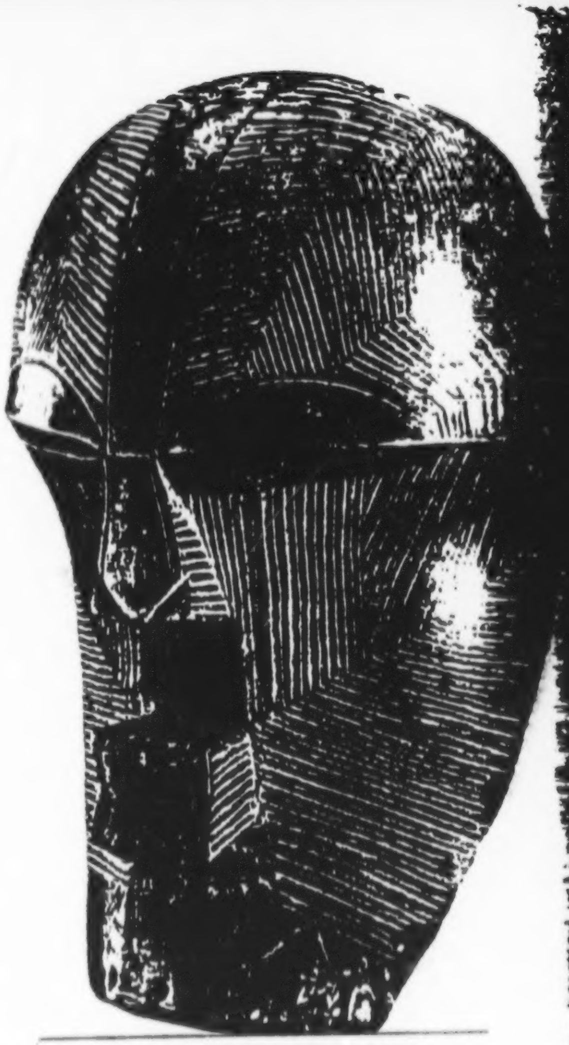
African Art The more we know about a people's art, the better we can understand their culture. Archaeologists are pleased when they dig up old works of art, because the style and the content of the art help them understand how people lived and thought. Historians are pleased when they find old letters, diaries, journals, books, and reports of what people said and did.

We have not found many writings of Africans from this period; however, we have found some beautiful pieces of art. This artwork tells us that the Africans of this time period were highly advanced in metalworking, woodworking, ivory carving, and rock carving.

This ivory carving is a highly advanced piece of African art.
▶ What is depicted in this early African carving?

The Africans made their own iron spears and harpoons for fishing; knives and chisels for cutting wood, stone, and metal; and needles for weaving and sewing. They mixed copper with tin to make beautiful bronze statues. In addition to statues, artists made animals, decorations for buildings, pots, plates, and other objects. African artists also used hardwoods to sculpt heads and bodies, and ceremonial masks, such as the one pictured on this page, that were worn during religious ceremonies and celebrations. Unfortunately, because wood cannot last as long as stone in the warm, damp climates of equatorial Africa, we do not have many examples of African woodwork. Some Africans also used ivory from elephant tusks to make necklaces, rings, belts, and bracelets.

Music Music was an important part of African life. Musicians and dancers often performed at ceremonies such as weddings and funerals. Bells, drums, and stringed instruments were only a few of the many instruments that African people played. Dancers, often wearing masks in honor of their ancestors, or of the gods, usually performed with the music. Through dance and music, Africans were able to pass their culture from generation to generation.


Early African artists used wood to sculpt masks, such as the one shown here.
▶ When might the early Africans have worn this mask?

LESSON 2 REVIEW

THINK AND WRITE

A. In what ways were early African villages self-sufficient?

B. Describe how African religious beliefs and traditions were handed down from one generation to the next.

C. What evidence do we have that Africans in this period were expert craftspersons and artists?

WRITING SKILL

In this lesson you learned about early African holidays. Write a short description of one of your family's holiday celebrations.

LITERATURE SELECTION

FROM:

The Anansi Tales

By: Peggy Appiah

Setting: African Forest

Anansi, the spider, sometimes called Kwaku (Uncle) Anansi, is the trickster hero of the Ashanti peoples of Africa. His adventures were passed down orally in the form of folk tales.

In the story "How Wisdom Was Spread Throughout the World," Anansi, sometimes spelled *Ananse*, was the only wise creature in the world. Being greedy, he wished to keep all this wisdom to himself. He asked his wife to store his wisdom in a big pot so he could hide it safely in a big tree in the forest.

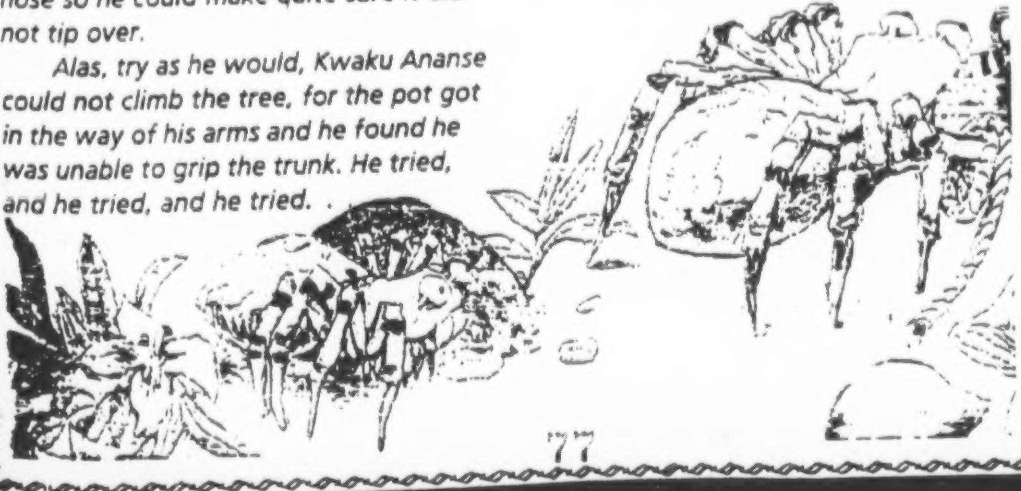
Carrying the pot in front of him, he made his way through the forest, followed — unbeknown — by his small son Ntikuma. At last he reached the great tree and started to try climbing it. He hung the pot by a rope around his neck, with the stopper just below his nose so he could make quite sure it did not tip over.

Alas, try as he would, Kwaku Ananse could not climb the tree, for the pot got in the way of his arms and he found he was unable to grip the trunk. He tried, and he tried, and he tried. . .

Ananse's son, watching from behind a tree, advised his father to tie the pot to his back to free his hands.

Ananse was furious. Here his small son was teaching him a lesson — a lesson which he realized was only too true. Shaking with anger and exhaustion he lifted the pot, meaning to take it off and chastise [scold] his son. His hands were slippery with sweat and the great pot was heavy. It slipped through his fingers and crashed to the ground.

The pot burst open and its contents were scattered far and wide. There was a storm coming, and the wind swept through the forest, lifting the wisdom and carrying it on its way. The rain poured down and swept the wisdom into the streams, which carried it into the sea. Thus was wisdom spread throughout the world.



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The Republic of South Africa

In Kenya and most other African nations, independence has meant that Africans own their own businesses and farm their own lands. This is not true in the Republic of South Africa.

The Republic of South Africa has been independent since 1934. Yet the country's government is still in the hands of the descendants of European settlers. Africans have no say at all in running the country and very few rights even though it was Africans, not Europeans, who first lived in South Africa. They did so for hundreds of years before European settlers arrived.

Gold mines have made Johannesburg a thriving center of industry.

Colonial Rule

The first Europeans to settle in the southernmost part of Africa were Dutch traders. They came to the region over 300 years ago. They stopped for food and fresh water on their way to and from India. At first, the Dutch got along well with the Hottentots (hot'n tots) and other ethnic groups in South Africa.

Things began to change, however, when the Dutch decided to build settlements in South Africa. French and German settlers also came to the region. In time, these settlers became known as the Afrikaners. At first, they took over lands no one else was using. Later they fought with the Africans for the most fertile farm land.

In 1806 the British took over the Dutch colony. Soon British settlers began to arrive. As the newcomers moved inland, they came into contact with skilled African warriors. Although the Africans won many battles, their weapons were no match for those of the Europeans.

In the following years, the British colony grew slowly. Then, in 1870, diamonds were discovered in South Africa. Soon hundreds of European families sailed for the colony. In 1886, Europeans found yet another reason to move to South Africa. Gold was discovered near the city of Johannesburg.

Although many Europeans were eager to open gold or diamond mines, few were willing to work in the mines. Then as now it is brutal, dangerous work. Africans were not interested in the job either. By the late 1800's, however, few Africans had much choice. Over the years, Europeans had pushed most of them inland. There they barely stayed alive on land too poor to be farmed. So when jobs opened in the mines, many Africans had to take them.

To force other Africans to work in the mines, the government passed a new law. All taxes had to be paid in cash. To pay those taxes, thousands of Africans took jobs in the mines even though they earned hardly enough to live on.

A Divided Nation

Today descendants of European settlers still farm the most fertile land in South Africa. They also own the businesses and rule the country. Yet, in South Africa, Europeans are a minority. They make up only one fifth of the total population. The majority are Africans, who have no say in government.

Today, as in the past, diamond mining is an important industry in South Africa.

Apartheid. The government of South Africa has many laws to keep blacks and whites apart. This set of laws is known as **apartheid**. It means "separation."

Apartheid developed over the many hundreds of years that Europeans ruled South Africa. Its main purpose was and is to keep the nation's resources under European control. Under apartheid, the people of South Africa are divided into four groups. Each group is bound by special laws and rules.

The first group is made up of Europeans. They make up about 15 percent of the population. They control the government of South Africa.

The second group is made up of people from Asia. They account for about three percent of the population. Most Asians live in the city of Durban where they own businesses. They are not allowed to travel to areas set aside for Europeans nor do they have a voice in the government.

The third group is made up of people of mixed ancestry. They account for about nine percent of the population. They too have very few rights.

By far the largest group is made up of Africans. Most live in special lands known as the **homelands**.

The South African government has decided that the homelands will be free nations some day. Yet the homelands have few resources. To make a living, many Africans must leave the homelands to take jobs in other parts of South Africa. Before they can do so, they must get a special permit. Often they have to live away from home. Yet their families cannot go with them.

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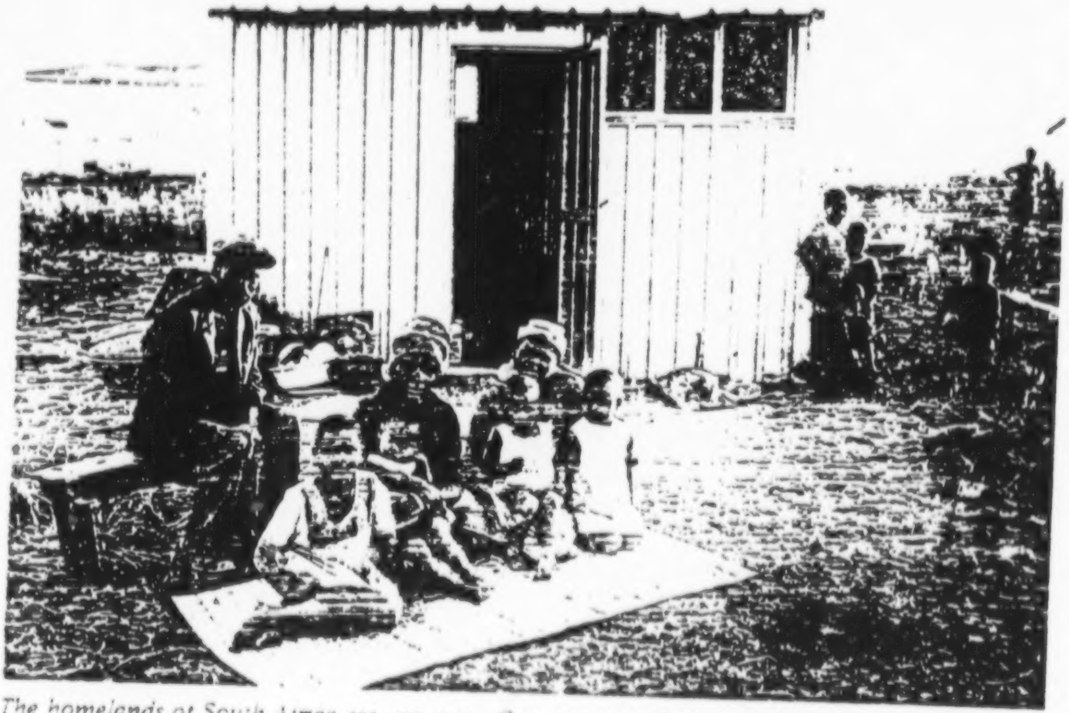

The homelands of South Africa are very poor. Compare this photo with the one of Johannesburg on page 443.

Protest. Africans have been fighting against European control since the 1660's. Today they continue to do so. Some Europeans have joined the protests. The government, however, has taken quick action against all of the protesters. Thousands have been jailed or killed.

Many South Africans have left the country because of apartheid. Others stay and try to bring about changes. Tired of working for peaceful changes, many are now turning to violence.

Other African countries are trying to help. Through the United Nations, they speak out against apartheid. With other nations, they are working toward the day when all of Africa will be free.

To Help You Remember

1. (a) Who were the Afrikaners?
   (b) What did they fight for?
2. How did the discovery of gold and diamonds make life worse for many South Africans?
3. What is the main purpose of the policy known as apartheid?
4. (a) Into what four groups are South Africans divided? (b) Which group has the most power? (c) Which group lives in special lands set aside for them?
5. (a) How does the government of South Africa treat protesters? (b) What are other African nations doing to try to change life in South Africa?

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TEACHER'S GUIDE
CURRENT EVENTS

Teaching This Issue

WORLD NEWS

South Africa

PAGES 1-2

Background

Apartheid has been an unwritten rule and common practice in South Africa ever since the first Dutch settlers arrived in 1652. It was codified into law only in 1948, when the pro-apartheid Nationalist Party was voted into power. In the 1970s, the government relaxed some of the rules forbidding blacks and whites to eat in the same restaurants or to ride the same buses. In 1986, the government announced that it would end the hated passbook law—the law requiring all blacks to carry what, in effect, were internal passports. In its place, the government now requires South Africans of *all* races to carry new government ID cards. And there is no penalty for not having an ID card on one's person. Blacks failing to carry their passports d been subject to a jail term.

Following Up

Tell students that the U.S., like South Africa, is a nation made up of different races. How has the U.S. tried to solve its problems of race relations? *(by passing laws designed to end inequality based on race)* What advice would U.S. kids give to South African kids about race relations?

WORLD NEWS

Nelson Mandela

PAGE 2

Background

While Nelson Mandela remains in prison, his wife Winnie has served as his spokesperson. She is commonly known among South African blacks as "mother of the nation."

Mandela was imprisoned under charges of sabotage and treason. He reportedly could win freedom by renouncing political violence. But he has refused to make such a concession to the South African government. Despite s refusal, Mandela stands pledged to the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities."

Words in the News

CURRENT EVENTS

Below are some key words used in this issue of Current Events. *Knowing their meanings will be helpful in understanding news events.*

- **Concentration camp** (page 2). Place where political prisoners are held. The term first came into use during the Boer War between the British and South Africans fighting for independence. The British placed the families of South African fighters into what it called "concentration camps." Under Joseph Stalin, the Soviet Union sent millions of people into concentration camps as threats to Stalin's dictatorship. Upon coming to power in 1933, the Nazis set up concentration camps mainly for a few political opponents. But the Nazis later sent millions of other people to such camps, where most died from brutal treatment or execution.
- **Apartheid** (page 3). Word meaning apartness in Afrikaans, one of South Africa's official languages. Apartheid is a system of laws that keeps South Africa's blacks, whites, coloreds (those of mixed race), and Asians apart from one another. The system became official in 1948, but it had long been a fact of South African society. Under apartheid, the races have largely lived, worked, and played separately from one another. Whites, coloreds, and Asians each have representatives in a separate branch of South Africa's Parliament—but not blacks.
- **Sanctions** (page 3). Actions to punish a nation for not living up to international standards. Sanctions usually take the form of business curbs. In 1986, the U.S. Congress passed sanctions against South Africa because of apartheid. Historically, sanctions have often not directly brought an offending nation into line. But sanctions do put moral pressure on a nation and in that way can assist in bringing about change.

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Issue 19
Week of
February 23, 1990
Section 1 of 2

TEACHER'S GUIDE
CURRENT EVENTS

WORLD NEWS

Mandela Release

PAGE 3

Background

Along with his promise to release Nelson Mandela, President F.W. de Klerk of South Africa presented a package of other concessions to South Africa's blacks, including:

- a repeal of emergency regulations on freedom of the press, except for some photographic and television coverage of racial unrest;
- a lifting of restrictions on 33 organizations whose activities had been curbed under a national state of emergency decree;
- a lifting of restrictions on 374 people regarded as hostile to the government.

In his six months as president, de Klerk has chipped away some aspects of apartheid. He ordered the nation's municipalities to integrate their beaches. He has allowed peaceful anti-apartheid protests.

But the basic legal structure of apartheid remains in laws such as the Population Registration Act, which categorizes South Africans by race. Blacks lack the vote. The government still has emergency powers to stifle dissent it regards as dangerous.

Furthermore, there seems to be no meeting ground yet for a discussion of the extent to which blacks could participate in the government. Mandela and other black leaders are holding out for majority rule—"one man, one vote." The South African government shows no sign of a willingness to accept such a basic surrender of white control.

At the same time, the ANC has generally welcomed de Klerk's recent moves. "We are welcoming the positive decisions," said Thabo Mbeki, ANC head of international affairs. "But it is raising other problems. For instance, some political prisoners will not be released."

President Bush has said the U.S. will reconsider its sanctions against South Africa if the government there follows through on its promises. Yet Senate majority leader George J. Mitchell warned that South Africa has further to go before meeting the conditions set by the 1986 U.S. sanctions law.

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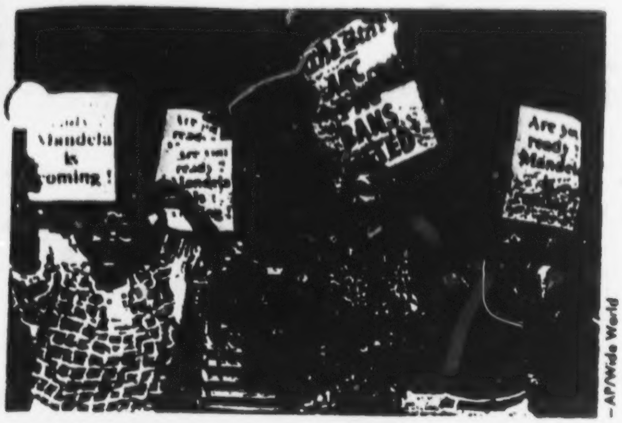
America's First School Newspaper/Est 1902 Vol 89 Issue 19 Week of February 23, 1990

CURRENT EVENTS

news
BRIEFS



—AP/Wide World

People in Johannesberg, South Africa, celebrate the release of Nelson Mandela.

Will Mandela Release Bring Peace To South Africa?

Early this month, thousands of black demonstrators filled the streets of major cities in South Africa. "Madiba! Madiba!" they cried. *Madiba* is the tribal name of Nelson R. Mandela, a black South African der held in jail 27 years as a political prisoner. (See *CE* 10.) On February 11, the South African government released Mandela, setting off widespread celebrations among South Africa's blacks.

Most blacks and many whites in South Africa hope Mandela will help solve that country's racial problems. South Africa's 6 million whites control the country's 25 million blacks. The system that keeps the blacks largely segregated from whites is called apartheid–apartness. South African blacks see apartheid as a deep injustice.

Nations throughout the world have condemned apartheid. Many have tried to force a change in that system by sanctions–rules against doing business with South Africa. The U.S. for example, refuses to allow the importation into this country of South African coal and agricultural products.

Black South Africans themselves are struggling against apartheid. Mandela is head of the African National Congress (AFC), the leading anti-apartheid group. The South African government has just made the ANC legal for the first time in 30 years. Beyond the membership of the ANC, Mandela also appears to hold the loyalty of the vast majority of South African blacks.

Will Mandela's long-awaited release ease the racial tensions that could tear South Africa apart? No one knows. But his freedom in itself has raised hopes among millions of people in that troubled country.

APPENDIX C

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Name:_______________
Period:______________

UNIT TEST: SOUTH AFRICA

I. Matching

____APARTHEID

____NELSON MANDELA

____SOWETO

____HOMELANDS

____THE FREEDOM CHARTER

____AFRIKANERS

____AFRICAN NATIONAL CONGRESS

____PASS LAWS

____BANTU EDUCATION

____FREEDOM FIGHTERS

A. first white settlers in South Africa; included French, German, and Dutch.

B. anti-apartheid organization led by Nelson Mandela; their goal is to bring peace and equality to blacks in South Africa.

C. teaching blacks in the Afrikaans language as a means of keeping them under control of the the Afrikaners.

D. first protest by African students against Bantu Education.

E. name given to members of the African National Congress.

F. land with poor soil and resources on which blacks are forced to live by the Afrikaners.

G. laws that required blacks in South Africa to carry internal passports with them at all times.

H. document of the A.N.C. declaring the rights and freedoms deserved by all South Africans.

I. separation laws that South Africa uses to keep whites and blacks apart and to make sure whites rule the country and blacks remain powerless.

J. most important South African leader of the A.N.C.; imprisoned for 27 years.

II. True or False

1. _______ South Africa is the richest nation in Africa because of its mineral resources such as gold and diamonds.

2. _______ The whites hold the power in South Africa because they make up the majority of the population.

3. _______ Apartheid is still a problem in South Africa even today.

4. _______ All South African whites support apartheid.

5. _______ Nations throughout the world have condemned apartheid.

III. Short Answer

Choose one of the following (1 or 2) to write about.

1. Describe, in detail, three ways that blacks were discriminated against in South Africa.

2. Name one reason why the Afrikaners established apartheid.

Choose one of the following (3 or 4) to write about.

3. Describe at least two ways that other countries can help end apartheid in South Africa.

4. How can education help black South Africans in their fight for freedom?

APPENDIX D

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Name:
Bell:

CHANGING VIEWS

Keep track of how your views of Africa change as you study this region/culture. Also keep track of the sources of the information that helped change your views.

APPENDIX E

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ATTITUDE SURVEY

5 means "I strongly agree"
4 means "I agree"
3 means "I am undecided"
2 means "I disagree"
1 means "I strongly disagree"

____ Reading this novel did not help me learn anything about South Africa.

____ Reading textbooks makes learning more interesting than reading novels.

____ Reading this novel helped me understand what life is like for people living in South Africa better than the textbook would have.

____ I would have preferred using the textbook to learn about South Africa.

____ I find it easier to remember facts about a culture when I read about them in a story than when I read about them in a textbook.

____ Reading this novel was a waste of my time.

____ Reading a novel like this one makes me understand how people feel about apartheid better than reading a textbook does.

____ I probably would have learned more about South Africa from the textbook than I did from reading the novel.

____ In the future, I would like to read another novel in this class to learn about a different country.